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ABSTRACT

This practicum was designed to provide teaching professionals with advocacy information, skills, techniques, and resources in order to increase participant awareness and self-confidence, and, ultimately, their community involvement. The primary method used to address this goal was the development and presentation of three workshops. These were extended with Legislation Updates sent to the participants after the workshops. The content of each workshop varied somewhat to meet the interests and needs of each group. To evaluate the impact of this practicum, participants were asked to complete evaluation forms immediately after each workshop session. After a certain amount of time, participants were mailed a Feedback Form which allowed them to report on advocacy actions in which they had participated. Results indicated that not all subjects met the workshop criteria but some subjects exceeded them. Results also showed that 16% of the participants had done some networking of the material presented, and 10% had been involved in some kind of advocacy action. (Author/BG)

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Beyond The Classroom: Preparing Teaching Professionals To Advance For Themselves And Others-A Beginning

By

Susanne M. DeHardt

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N O V A U N I V E R S I T Y

Beyond The Classroom: Preparing Teaching Professionals To Advocate For Themselves And Others-A Beginning

by

Susanne M. DeHardt

Cluster XII

A Practicum Proposal Presented to the Ed.D. Program in Early Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1986

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ABSTRACT

This practicum was designed to provide teaching professionals with information, skills, techniques, and resources in the area of advocacy, in order to increase awareness and self-confidence, resulting in increased community involvement.

The primary method selected to address this goal was the development and presentation of three workshops. These were extended with Legislation Updates sent to the participants after the workshops. The content of each workshop varied somewhat to meet the interests and needs of each group. To evaluate the impact of this practicum, participants were asked to complete evaluation forms immediately after each workshop session. After a certain amount of time, participants were mailed a Feedback Form for them to fill out and report on any advocacy actions they had participated in.

Results indicated that while not all objectives met the pre-established criteria, some did exceed them. It was conveyed that 16% of the participants did some "networking" of the material presented, and 10% had been involved in some kind of advocacy action.

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CHAPTER I

INTRODUCTION

A. Description of Community

The city of Long Beach is the fifth largest city in the State of California. It became popular in the late nineteenth century as a seaside resort. Its five and one-half mile beach is still one of its major attractions. Approximately 361,300 reside in Long Beach. It is known as one of the busiest shopping areas on the Pacific Coast.

The Long Beach Unified School District(LBUSD) is the fourth largest public school district in California, and fifty-third largest in the United States, serving the communities of Long Beach, Lakewood, Signal Hill, and Avalon (Catalina Island). More than 60,000 youth and adults are enrolled in the district. It consists of fifty-five elementary schools, fourteen junior highs, five high schools, three special schools serving the needs of the handicapped, a camp school in the mountains(for the sixth grade camp program), and Child Development Centers(CDC) on twenty-eight school sites.

An experienced team of approximately 5,000 teachers and non-teaching employees are assisted by 2,600 volunteers in the public schools(VIPS).

In a recent copy of Facts About Our Schools-1985(this is a letter enclosed with all teaching assignments), it was reported that the typical teacher of the LBUSD has a Master's Degree, more than ten years teaching experience, and earns a salary of $29,555 with $5,137 addition in benefits. Two out of three teachers here have one year's credits beyond a Bachelor's Degree.

The typical student of the LBUSD scores at or above the national average on twenty out of twenty-five standardized tests. There is a diverse student population with one in every seven speaking a language other than English at home. Three out of four high school graduates go to college. Last year's graduates received more than ten million dollars in academic scholarships.

Of the parent population, approximately 25,000 belong to the Long Beach Council of Parent and Teachers(PTA).

Of the larger school districts, LBUSD is the only one not under court order to desegregate. A voluntary program is inherent through "magnet" school programs which attract the needed population. Examples of special programs now existing are ones dealing with fine arts specialities, such as dance and the theater; computer literacy; horticulture; Structure of the Intellect-based problem solving skills; and Spanish in the Schools. Students and parents select the school of their choice from the given list.

In a public opinion survey conducted by the local paper, The Long Beach Press Telegram, it was reported that 70% of

the local citizens rated the schools as "good" or "excellent." These results were reported to the teachers in the letter enclosed with their assignment.

A school adoption program has been quite successful with more than twenty corporations participating. The corporations donate time, services, money, and equipment to their adopted schools and the schools reciprocate by sending student projects, drawings, and by performing special programs to the corporations.

The district is especially proud of its Professional Development Center(PDC) which has a national reputation for excellence in training teachers, administrators, and aides on the principles of learning, motivation, lesson planning, behavior management, in order to enhance the instruction process. Teachers come from all over to be trained here.

Teachers throughout the district have been trained in Cantor's Assertive Discipline Program. Refresher courses and updates are provided on-site through the use of video tapes.

Language Learning Centers are provided as an option for all non-English speaking children entering the LBUSD. These centers focus on teaching survival language and skills, customs of the United States, and making new friends. Other centers are also available within the district to aid the incoming students not fluent in English. Here students and parents are assisted in the filling out of paperwork necessary for residence in California and in meeting the necessary health requirements as spelled out by State law.

A very complete Audio-Visual Center boasts its own radio station(KLON) and television station. These are utilized to present District reports on-site, inservice Programs and special events. Children's works are sometimes also presented.

There are Area Consultants that are available to assist new teachers, as well as Mentor teachers. Some visit the schools once a month to get a feel of what is going on in their area.

Within a close range to the schools, there exists a branch of the State University System, California State University at Long Beach, presently serving over 30,000 students. Of this population, 1,179 are pursuing fields in elementary education. Each semester, approximately 150 students participate in student teaching. The LBUSD recently coordinated a pilot program involving student teachers there.

B. Author's Work Setting and Role

This writer has been a teacher in the LBUSD for all twenty-two years of given teaching experience. The major thrust of teaching has been at the primary level. However, as part of field work required for a Master's Degree in Special Education, teaching of junior and senior high school-aged youth was completed. This field work was at a private clinic school, The Janet Switzer Center. When the district set up a pilot Headstart program in 1964, this writer was asked to participate as a teacher.

Currently, the writer teaches First Grade at Roosevelt Elementary School. This school was originally built to house only three hundred students, but now over nine hundred attend there. It is located in the central downtown section of Long Beach, otherwise known as inner city. One permanent two-story building and eighteen bungalows house the many students, grades Kindergarten through Fifth. All of the classrooms are self-contained, although most teachers do engage in some sort of team teaching. There is on-site a full-time nurse and clerk, community liaison, Speech-Language Specialist, Resource Specialist(RS), Guidance Teacher(for the extreme behavior problems), two Reading Specialists, a Math Specialist, a BASICS teacher(works with children in needed academic areas), a Bilingual Specialist, a full-time counselor and aide, a Librarian and Media Assistant, a cafeteria supervisor and workers, a full-time secretary and four clerks, four custodians, four noon directors (teachers have duty-free lunches), one playground director (for afterschool activities and supervision), a transportation aide(supervises the 41 buses that handle the school's overflow students), 40 classroom aides(woring on a 15-hour a week program), a Program Facilitator(in charge of State funding projects and funds), and a full-time principal.

The ethnic population of Roosevelt is, in order of predominance, Hispanic, Black, Asian-Pacific Islanders, White, and American Indian. Languages spoken in the home are Spanish, Vietnamese, Hmong, Cambodian, Chinese, Korean,

Samoan, Tagalog, and many dialects thereof.

Of all the students, approximately 94% are on a free or reduced lunch program.

Responsibilites of this writer include six hours of daily instruction to a first grade class; teacher representative on two on-site parent advisory school councils; representative on a district Social Studies Textbook Evaluation and Selection Committee; previewing any new materials to be used with the Families Around the World units; conducting teacher and parent workshops as requested (currently, "Stressproofing Your Child" and "Infant-Child-Parent Interaction"); writing articles for the school newsletter(recently one on "Safe Toys for Children"); and as senior staff member to assist and train new teachers. The writer is also called upon at times to lecture at nearby colleges and universities, and to present at conferences.

Recently some special honors, the district Golden Apple Award and nomination for California State Teacher of the Year, were bestowed upon the writer.

CHAPTER II

STUDY OF THE PROBLEM

A. Problem Description and Documentation

Children have many problems in our society(Fernandez, 1980). While the Supreme Court held that children are indeed persons under the Court, the United States courts and legislation have supported legal approaches which deny children their Constitutional rights(Brieland & Lemmon,1977). Children are the silent and unrepresented minority(Vardin & Brody,1979), the voiceless and invisible constituency(Allen, 1983). They are economically disadvantaged holding no independent power or money, and are relatively gullible due to a lack of experience, thus being vulnerable to exploitation and abuse(Vardin & Brody,1979). Allen(1983) reports that children and children's rights hold a distressingly low priority in the Congress, yet rhetoric is to the contrary-children are our most important resource, the workers of tomorrow, the future of democracy.

There seems to be now a trend of activism and advocacy regarding the needs and rights of children. But there are relatively few professionals who are dedicated to improving the quality of children's lives. The statistics paint a grim picture of the status of children and youth today.

America's children die as infants in greater numbers than children in 15 other countries(Population Reference Bureau,1976). Nonwhite infants die at a rate of 21.1 per 1,000 live births, compared to 12.0 per 1,000 for white infants(Bureau of Census,1980). The rate of infant mortality is on the rise-one in 65 dies.

Half a million children are caught in limbo of foster, group, or institutional care(Children's Defense Fund, 1978). Thus many children are denied the stability of homes of their own. Far too many are also removed without attempts being made to work with the family or provide them services to assist the child to remain in the home.

About ten million children have no regular source of primary medical care(U.S. Department of Health, Education, and Welfare,1977). About 35% of children aged 1-4 are not immunized against one or more of the major childhood diseases(U.S. Department of Health, Education, and Welfare,1978). This means that the untreated are more likely to get the childhood diseases that may cripple them or even be fatal.

Half the children under the age of 15, and 90% under the age of 5, never have visited a dentist(U.S. Public Health Service,1978).

This 1978 U.S. Public Health Service survey continued to report that accidents are the number one killer of children in America, followed by homicide and suicide, with suicide among teenagers on the rise, being the second highest cause of death among youth aged 15-25. Runaways are now numbering a million a year. Teenage pregnancy is accelerating. Two million children between the ages of 7 and 13 are left alone daily. Reported child abuse is also on the rise daily.

Children are the poorest group in America. Ten million children, under the age of 18, live in poverty. This means that 1 in 6 live in poverty(Bureau of Census,1980).

One out of 5 handicapped children entitled to special services are not receiving them(Fernandez,1980).

Many children go hungry. Of all children aged 1-6, between 10 and 20 percent have hemoglobin levels that are below standard. This is one way to detect a malnutrition state(U.S. Department of Health and Human Services,1980).

Many children go uneducated due to poverty, handicaps, language barriers, and school policies. According to the Census Bureau(1980), some one million school-aged children are out of school.

Many children go without adequate child care. For the 31.8 million children whose mothers work, there are licensed day care slots for only an estimated five percent of them(Coelen,Glantz, & Calore,1979). Head Start reaches only about 19 percent of our neediest children, leaving 1.5 million eligible children unserved(U.S. Department of Health and Human Services,1981).

Many children and youth feel the burdens of discrimination. Black children are more than three times as likely as white children to be placed in classes for the mentally retarded; they are more than twice as likely to be suspended

from school as white children(U. S. Office of Civil Rights, 1978). Young Black males face an unemployment rate of 32 percent compared to 15 percent for young white males(U.S. Department of Labor, Bureau of Labor Statistics, 1980).[9]

The statistics speak for themselves. Children face the probability of malnutrition, inadequate housing, untreated physical and emotional problems, and cannot speak, vote, or organize for themselves. They are totally dependent on others(Steiner,1976).

The problem this practicum addressed was PREPARING TEACHING PROFESSIONALS TO ADVOCATE FOR THEMSELVES AND OTHERS. It addressed the problem by providing nine on-site workshops on advocacy in which the level of awareness was raised as to why and how one does advocate for children. Resources to assist the participants in the endeavor were provided. The premises on which the practicum were based are: (1)teaching professionals do care about raising the status of children and providing quality programs for children, (2)teaching professionals realize that often political action is necessary for results, (3)teaching professionals do not generally know how or where to begin an advocacy movement or activity, and (4)training in advocacy skills and resources on advocacy are not readily available, and (5) advocacy skills can be generalized from advocating for oneself to advocating for others.

B. Documentation of the Local Situation

The LBUSD provides no training in advocacy skills, nor are such skills provided in the teacher training programs at the local state university, California State University

at Long Beach(CSULB).

Teachers on-site at Roosevelt Elementary School were interviewed informally by the writer. Questions dealt with advocacy, what it is and what the process involves. Most (98%) did not even understand what the term advocacy meant. Some saw it as "going to the Capitol." The varied techniques and activities involved in the advocacy process were virtually unknown. Many were enthusiastic and supportive to the idea of providing training on advocacy skills on-site.

The Assistant Superintendent of the LBUSD, in charge of the Elementary Education Division, confirmed the fact that no such training is provided within the district, and to his knowledge, within the local area.

The Department of Elementary Education Teaching Training at CSULB was contacted by phone(December,1985) to discuss whether advocacy training was a part of the training program. No such training was provided as far as the department was aware of.

In reviewing the literature, one project, "Beyond 'Just Working With Kids': Preparing Early Childhood Teachers to Advocate for Themselves and Others," recommends bringing early childhood instructors and advocates together at the junior college level(Whitebook & Ginsburg,1984). Instructors of early childhood training courses are to include advocacy skills into the curriculum. Yet, in reality, many instructors are not yet including this facet in their curriculum.

C. Causative Analysis

For the early childhood educator, there is no shortage of challenges(Katz,1977). Constant demands requiring an increased range of commitments are there. Advocacy is a part of the professional responsibilities. Teachers often feel overwhelmed by the many demands put on them. However, if programs are to survive and the needs of children are to be met, who but teachers will speak out for the children?

Research gives some insight as to the lack of participation in advocacy activities or movements. Raines(1984) writes that "teaching professionals are the bearers of the message 'WE CARE', but the declaration of caring must be followed by action. The messages of the profession must be shared." To defend and speak out for children it must be understood that one must become active in the legislative and political arena(Bush & Yohalem,1983). Those that work on the behalf of children are aware that political action is necessary, but often the education essential to political activities has not been provided (Fink & Sponseller,1977). These writers continue to suggest that early childhood educators never see themselves as having any power or ability to influence those who have power. Kohnke(1982) finds yet another reason stating that for people in so-called helping professions, advocacy is psychologically difficult.

Early childhood educators care about the needs and status of children. But often they do not know how to effectively help them. Training is not readily available,

nor are resources known to them to help them in this endeavor. Causes for these existing conditions which are limiting advocacy activities for children (as seen by this writer) are:

1. Teachers are overwhelmed with the responsibilities of curriculum planning and do not actively seek training not required for their jobs or for salary advancement.

2. Many district leaderships hesitate in providing such training in advocacy skills, fearful of employee unrest and proactive movements.

3. Economically it is not seen as feasible to bring in external consultants to train teachers, and few internal consultants are qualified to train in this area.

4. Few, if any, have requested training in advocacy skills, not seeing it as part of their job.

5. Teachers are themselves hesitant to even try advocacy activities or even be associated with the word, for fear of reprisal from their superiors that could result in loss of their jobs.

6. The feeling of apathy that someone else will do the advocating for children exists.

7. Colleges and universities on the whole, do not see or they ignore the relevancy of advocacy to education so as to include advocacy training in their teacher training programs.

D. The Related Literature

Advocacy has become a popular buzzword(Kohnke,1982). A composite definition from many dictionaries sees advocacy as the act of pleading for, supporting, or recommending; active espousal. Another source, the ERIC Thesaurus, defines advocacy as the full and active support for and representation of an individual, group, cause, or idea. Abernathy(1964) intertwines the word advocacy with the phrase power persuasion, or that which arouses mental assent and causes moves to actions. The focus of this paper is on child advocacy. One definition given of that is "the active mobilization of social, economic, and legal resources for the purposes of ensuring the individual, basic rights and developmental needs(including those relating to the home, community, and school)(ERIC Thesaurus). Another, but more comprehensive, definition is given by Fernandez(1980) as "the organizing process of establishing, implementing, and monitoring laws and programs and assisting parents and children to exercise their rights."

In 1972 a baseline study on child advocacy(Kohn, Kammerman, and McGowan) listed what the focus of advocacy was:

1. The first focus was on policy(changing policy, rules, eligibility, etc.).
2. The second was of administrative procedures(the means of implementing are in dispute).
3. The next dealt with specific personnel(to correct someone's performance).
4. The fourth covered budgeting(assuring appropriations).

5. Laws were addressed next.

6. Political action was included next.

7. Physical facilities(environmental changes and physical layout changes) were added to this list by Fernandez(1980).

With the focus in mind, Willer(1983) states the ultimate aim of child advocacy as "to bring about a society in which decision makers demonstrate their regard for children by giving highest priority to legislation and regulations that support children and their families in a country where the public will settle for nothing less."

To attain this goal, what does literature say about the role of the advocate? Kerschner(1976) stated the role of the advocate as that of an agent serving for or representative of, his client or group's interest, and attempting to influence persons or groups with which the client or group is dissatisfied in order to make the decision makers more responsive to the stated needs. Bush and Yohalem(1983) agree with this and see advocates as lobbyists "building a house on the Hill for our children." Allen(1983) contends that it is the responsibility of child advocates to raise questions in the minds of the representatives on children's issues. Fernandez(1980) states that one must go even further and that moving bureaucracies usually is a must for effective action on the behalf of children. Gardner(1972) states that lobbying is an <u>essential</u> role for advocates.

Because lobbying is such a vital part of the advocacy process, its definition also should be discussed. Its definition is controversial(deKieffer,1981). Lobbying

denotes different things to different people. Some see it as relating only to government-decision making(Milbrath, 1963). Sagstetten(1978) defines lobbying as trying to influence legislation or government policy. In his book on Common Cause, McFarland(1984), refers to lobbying as working to persuade the undecided. Alderson and Sentman(1979) stress the power aspect and see lobbying as the utilization of power that comes from steadfast conviction to influence Congress. The key to controversy lies in the semantics of "influence" and "power."

From a historical perspective, advocacy and lobbying are time-honored processes of the United States. Since the Indians had a spokesperson with the Pilgrims and to a more recent episode of the Gray Panthers visiting the American Medical Association, these processes have been evident (Kerschner,1976).

The history of lobbying is the history of the American legislature(Schriftgieser,1951). The first lobbyist is unknown, but the first group to exert effective pressure for change was the one at the Boston Tea Party. The word lobbying comes from the fact that the easiest way to get hold of(and still often true today) legislators was to physically confront them in lobbies(Sagstetter,1978). Early merchants hung around kings and courts to gain favors.

In 1619 the right to petition(in the New World) on behalf of its people to the British Parliament was evident. With the First Amendment to the Constitution also came the

right to petition and to free speech.

The merchants, landowners,and Quakers used their wiles of wealth and social prestige to influence others. In the eighteenth century, lobbyists were called "lobbiers" and were little more than merchants of greed. They were denounced by everyone.

When Andrew Jackson was President, seekers after special privileges were called "lobby-agents". Practicing journalists shortened the term to "lobbyists"(Schriftgiesser,1951). In that era, gambling house proprietors worked closely with lobbyists for their benefit.

Samuel Ward was named the "King of the Lobby." He believed the way to a man's "aye" was through his stomach. So he influenced those in power by dining them.

In the 1880's lobbyist activities increased and methods became more polished and refined. Bribery became so prevalent that lobbying was declared a crime in Georgia and stayed a crime until 1945. California followed Georgia's path resulting in outlawing lobbying two years later.

The industry was growing rapidly in the United States. In this period, Thurlow Weed(1850's) became known as the "Wizard of the Lobby", and the "Lucifer of the Lobby." A lesson learned from this period was that lobbying flourishes when two political circumstances exist, (1)when the executive is weak, and (2)when parties are decentralized.

Reformers lobbied for causes which resulted in the much talked about temperance movement, women's suffrage,

prison and educational reform, and the abolition of slavery.

Efforts to investigate and regulate were many. But most were unsuccessful until the Legislative Reorganization Act of 1946. This law required lobbyists to register with the clerk of the House and secretary of the Senate, and to file spending reports regularly. There were many other provisions given in the law. With this legislation, the term lobbying was given a legal and respective sanction. California finally passed a similar law to the Federal one called the Political Reform Act of 1974 which spelled out that lobbyists had to register, file spending reports, who they represented, for how long, and other criteria.

In the last ten years the "public" has organized its own lobbies. The Watergate Scandal aroused many to organize. Ralph Nader could be called the "father" of the current citizen's movements with his activities in 1966 with General Motors. In 1970, John Gardner founded the Common Cause, a citizen's lobby, which focuses actions to a select number of clearly defined targets.

The history of children's rights and reformers parallel the events of each century. In the eighteenth century English common law regarded children as chattels of the family and wards of the State. They were nothing more than "prized possessions of the family"(Rodham,1973). The Constitution states that children are persons, yet the courts for years upheld the old English law interpretation.

With the twentieth century came social reform and

children were seen now as the country's most precious natural resource(Beck,1973). Jane Addams, among others, asked why was not something being done about and on behalf of the children, a question still being asked today. In 1909 the first White House Conference On Children was held. Lillian Wald along with Jane Addams led the conference on the care of dependent children. Leaders of settlement houses' movements along with the National Child Labor Committee were outraged by the abuses to children. This first conference was a symbolic act on behalf of the government showing that the needs and interest of children would come into their purview. More such conferences were held in the following years.

In 1919 the conference focused on the standards of child welfare and reflected the focus of the new Children's Bureau(1912). This conference was overwhelmed with facts and figures given by physicians. This second conference and the first were attended by only two hundred participants. The 1930 conference emphasized child health protection being broad in scope covering education, labor, training, family, recreation, health, and the handicapped. Children in Democracy was the theme for the 1940 conference. Everything was tied to patriotism and democracy. World War II was just around the corner. Now there were over 3,000 in attendance. With the 1950 conference, Children and Youth was the topic. The fear of nuclear obliteration dominated this conference. Many clergy attended here. The next

conference also covered the topic on children and youth, but the concerns of the younger child were overlooked and the concentration was on "teenagers in trouble." By the 1970 conference, there were over 7,600 participants. Here it was proposed that there be two separate conferences, one for the concerns of children aged 0-13, and the other for those aged 14-24. Comprehensive day care and allied services were the topics covered in 1970. Conferences tended to reflect the preceding decade, rather than to be a plan for the future (Beck, 1973).

Some lobbies specifically for children were promoted early, about the same time that the conferences were being held. In 1920, the Child Welfare League of America(CWLA) was established. It was a lobby with limited goals. Since 1970, three systematic efforts have been set in motion to create a continuing presence in Washington on the behalf of children(Steiner,1976). The first was the formation of the National Council of Organizations for Children and Youth. This is still alive, but not considered a powerhouse. The second had a brief, discordant life-the Children's Lobby. Jule Sugarman founded this lobby. Internal discord caused it not to survive. The last and most effective was the evolution of the Washington Research Project(Marion Edelman) which later became the Children's Defense Fund(CDF). It is a non-profit organization of lawyers, researchers, and federal policy monitors dedicated to long range and systematic advocacy and reform on behalf of children serviced by

public and private institutions. It was built on the premise that effective child advocacy is a result of specialized coalition building.

At the Children's Charter of the White House Conferences of 1930 and at each of the four conferences to follow, the basic rights to which children are entitled were outlined. However, actual rights as established by law for children are relatively few. Prior to 1967, most legislation for children was done at a state level, and not at the local or Federal level(Fernandez,1980). In the late 1800's and early 1900's the juvenile court system was established by state law. Compulsory education laws came about the same time. In 1902-1924, state child labor laws emerged. Some actions at the federal level prior to 1967 had an effect on children's lives. The Thirteenth Amendment to the Constitution(1865) abolished slavery, thus freeing black children and indentured white children. In 1954 the right to desegregated public education for black children was established by the United States Supreme Court(Brown v. Topeka Board of Education). The landmark ruling was made in 1967-The Gault Decision. For the first time, the Supreme Court asserted that the rights in the Constitution apply to children as persons under the law. A timeline noting some of children's rights under Federal law is demonstrated in Table 1. It shows the dramatic changes that occurred in the decade after the landmark Gault decision in 1967.

There are different levels of rights to be dealt with.

TABLE 1 Timeline of Federal Landmark Legislation For Children Since the 1967 Gault Decision *

1967	Due process rights for juveniles in delinquency hearings-the right to a lawyer, to cross-examine accusers, to present evidence and witnesses on one's behalf, etc.(In re Gault). This was the first clear extension of the rights of the Constitution to a child.
1968	Children born to non-married parents have the right to sue for damages for wrongful death of their parents.(Levy v. Louisiana)
1969	School students have the right to freedom of expression. (Tinker v. Des Moines Independent Community School District)(can wear black armbands to express political dissent)
1970	The state must prove the young person's guilt "beyond a reasonable doubt" in all delinquency hearings. (In re Winship)
1971	18 year olds have the right to vote(26th amendment).
1973	Children born to non-married parents have the right to be supported by their parents(Gomez v. Perez) and have the right to public assistance(New Jersey Welfare Rights Organization v. Cahill).
1973	Children in state training schools and institutions cannot be subjected to cruel and unusual punishment (Morales v. Turman)
1974	Parents and students(over 18) have right to examine school records and are guaranteed privacy of records.
1975	Juveniles may not be prosecuted twice for the same offense. (Breed v. Jones)(5th Amendment)
1975	Children have the right to protection against abuse.
1975	School students have due process rights in cases of suspension and expulsion. (Goss v. Lopez)
1975	Handicapped children have right to education and parents have due process rights. (PL 94-142)
1976	A young woman has right to an abortion in the first trimester of her pregnancy without securing parental consent.(Planned Parenthood of Missouri v. Danfareth)

*From The Child Advocacy Handbook by Happy Craven Fernandez, Pilgrim Press: New York, 1980, pgs. 50-51.

It is important for child advocates be aware of what level and category of children's rights there are and at which one or ones pertain to the issues before them. There are human and enabling rights which deal with the rights of each child to develop fully and ultimately to the full potential(Vardin & Brody,1979). Rodham(1973)sees the rights into two categories. The first being rights which adults enjoy to be granted to children. The second are special needs with the interests of children to be recognized as rights. The recommendations of some basic rights for children coincided with the statistics presented by the 1960 Joint Commission on the Mental Health of Children.

Fernandez(1980)sees children's rights as the basis for action by the child advocate. In her book are given the four ways to affect rights:

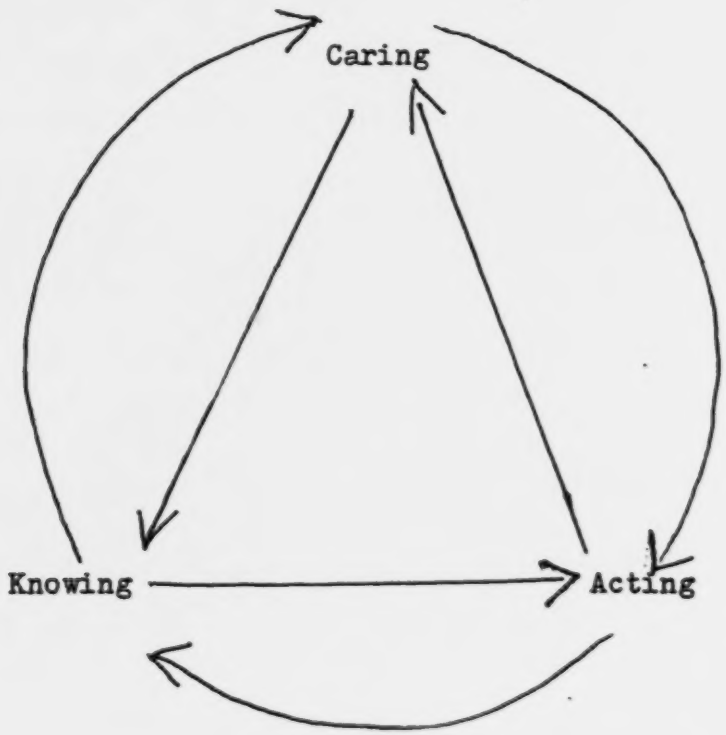
1. Establish rights through court legislation
2. Guarantee the implementation of rights
3. Monitor systems to insure that the intent of the law is enforced
4. Assist individual children and their families to exercise their rights by providing advocacy service and by educating the youth, parents and staff

So far this chapter has discussed the definition of advocacy and lobbying, their historical perspective, and children's rights under law. Following will be a discussion and presentation of the literature on the basic characteristics of advocates and lobbyists, effective strategies which might be utilized, basic steps to advocacy, risks and pitfalls of same, and the evaluation stage of advocacy.

Figure 1 below illustrates the basic characteristics of a child advocate as seen by Fernandez(1980). The three basic attributes are seen as intertwining and mutually reinforcing.

FIGURE 1

Characteristics of Child Advocates(Note. From The Child Advocacy Handbook(pg.61) by Happy Craven Fernandez, 1980. New York: Pilgrim Press)



Kohnke(1982) purports that the most important attributes for an advocate to possess are (1)a state of open-mindedness, and (2)a broad knowledge base about people, and oneself, too. This researcher continues to report that the

advocate must also be well-informed, be aware of what compromise means, and that it is often necessary, and be able to make decisions and accept the responsibility for the decisions made. Several researchers concur that an important characteristic for effectiveness is to be an effective communicator(Abernathy,1964; Beck,1979; Fernandez,1980; Kohnke,1982; Sunley,1983; and Thomas,1983).

Milbrath(1963) conducted a study on the characteristics contributing to an effective lobbyist. Among the top ones mentioned were honesty, integrity, capability, agreeableness, manipulativeness, facility for expression, and persistence. For the sample, the lobbyists usually tended to be primarily from the upper-middle class, 28-87 years old(70% in 40-60 range), most were men, had high incomes and education, and were Prostestant. None were black, blue collar workers, had incomes of less than $5,000, nor ended their education at the elementary education level.

One writer reported that there are basic steps in advocacy which one should understand before planning and initiating an activity(Kerschner,1976):

1. To promote collective identification and cause
2. To catalyze sympathizers into a posture of commitment to action
3. To understand the power structure, how it works, who controls it, and what must be done to make it respond to a group's needs
4. To successfully implement necessary actions through careful organization.exploring plus persistent leadership

Once the basic steps are followed, effective strategies are to follow. Willer(1983) categorizes effective strategies

into those for immediate goals and those for long-range ones. For the immediate goals, effective strategies are (1)lobbying and (2)coalition-building(temporary alliances with specific focus). In contrast, for the long-range goals, strategies suggested are (1)building networks(calling on others for help)(2)selecting decision-makers(in voting; political contributions in forms of time or money), (3)document needs of children in a community(give statistics to the Child Watch Project or similar projects), and (4)write letters to the editors,(5)give support to media coverage of resources. Beck(1979) concurs with the previous strategies and adds more:

1. Be specific(select an issue)
2. Do your homework(be prepared on how the issue will affect children here and everywhere)
3. Join with others(coalitions)
4. Be flexible(form alternate strategies)
5. Be vigilant(watch that changes are sustained)

Effective citizen lobbying utilizes many of the same strategies as suggested by Willer and Beck. Donald de Kieffer(1981) lists the "10 Commandments of Effective Citizen Lobbyists." They read:

1. Know your facts-be accurate.
2. Know your opposition(analyze the arguments)
3. Correct errors immediately and supply the accurate information.
4. Plan, coordinate, and follow up on each contact.
5. Avoid zealotry.
6. Cultivate your allies, make sure they do their part.
7. Know the legislative process.
8. Husband your money(be judicious about spending)

9.Grow thick skin(build an immunity to petty insults).
10.Win(commitment to the cause).

Advocates must know what advocacy is, how to do it, and how to do it well and safely(Kohnke,1982). As with anything worthwhile, there are risks involved. A child advocate must be careful not to become a child saver or "rescuer." One must remember to advocate on the behalf of a child rather than for a child, the latter breeding dependency. As a rescuer, one will make decisions for others, rather than including them in the process of decision-making. An advocate should strive toward empowering others to exercise power on their own behalf(Thomas,1983).

The key to risk defusement lies in knowing the necessary facts, knowing oneself well enough to avoid the rescuing position, and knowing others well enough to recognize the games they play(Kohnke,1982). Prior knowledge and analysis are the best risk defusement weapons. Practicing open and clear communication will also help in confronting the risks.

In addition to the risks involved, Alderson and Sentman(1979) state four pitfalls to avoid: (1)hostility(do not threaten) (2)talking too long (3)tardiness(inconsiderate) and (4)overstatement(likely to be challenged).

Once one is in the implementation stage of advocacy, evaluation must be included. This is often neglected. It should be built into the advocacy process. An either-or standard of success or failure is misleading(Sunley,1983). One must take into account the goals that were achieved, and those that were not. Evaluations may be in the form of logs,

a descriptive type, or feedback from participants may be used, as well as statistics. Sunley continues to tell the purposes of advocacy evaluation as (1)to further the knowledge and development of the methods, (2)to provide more accountability (3)to make the advocacy experience more meaningful. Geneva Gay(1981) states that evaluation can help close the gap between what is and what ought to be.

As the literature was reviewed, researchers stated over and over again that formalized training programs should be provided so a pool of advocates may be developed. Sunley (1983) reports several general elements which can be varied or modified according to the people to be trained and the situations and purposes:

1. The first area to be covered is advocacy, its nature, roles, and process.
2. Concerns(possible targets of advocacy and goals of advocacy in relation to the problems)also should be included in the training.
3. Some kind of experiential unit(field work, contact with other groups; observation of advocates in action) should exist.
4. A time for sensitivity(exploring feelings and attitudes to strengthen commitments) should be included.
5. Finally, some knowledge of the laws, past performances of advocates, and other organizations connected with the cause should be given.

To summarize what literature has reported and the premises of this practicum, one must answer the question, who are we in the lives of children? We are the defenders, mediators, investigators, monitors, enablers, protectors, supporters, negotiators, promoters, and counselors on the behalf of children(Fernandez,1980). We are the bearers of the message, "WE CARE." This caring must be followed by actions(Raines,1984), or the caring will just become an

illusion of caring. Advocates will make mistakes and encounter the risks and pitfalls. But this writer concurs with Whitney W. Young, Jr.(Geiser,1973), "I prefer the errors of enthusiasm to the indifference of wisdom, for a society that permits an excess of indifference needs more than anything else an excess of caring." Our future is in our children. The best lessons can be learned from children about how to freely relate with each other(Fried,1983). Perhaps these words will give those who enter the political realm the energy and sense of purpose, and remind one why early childhood educators chose to teach as a profession. It is hoped that this practicum has become a part of that beginning of a new caring and proactive society.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. Statement of General Goals

This practicum was designed to provide skills and information and resources to participants, dealing with child advocacy and advocacy in general. Some concomitant benefits anticipated were:

1. Participants would become more knowledgeable as to what advocacy and lobbying are.

2. Participants would become active participants in the advocacy process.

3. Participants would become skilled or improved in the art of communication.

4. Participants would support local/national organizations dealing with advocacy.

5. Participants would move for change from the immediate and interpersonal to the more abstract and societal.

B. Behavioral Expectations

The End Result	Evaluation Tool	Standard of Achievement
1. Participants will attend mandatory or non-mandatory on-site workshops and gain new information and skills in the process of advocacy.	Sign-in sheets Workshop Evaluation Forms	100% of teachers or others on-site will attend workshop. 90% of those in attendance will rate the workshop at 4-5(of great interest/value).
2. Participants will become aware of some of the child advocacy publications available at the State/ National level.	Attendance at workshop #1 Comments on Evaluation Form	90% of those in attendance will answer "yes" the publications were new to them
3. Participants will become aware of some of the agencies, organizations, and coalitions pertaining to children's causes that are accessible to them.	Attendance at workshop 1 Comments Section on Evaluation Forms Handouts	90% of those in attendance will answer "yes" that the resources were not known to them previously, and are pertinent to them.
4. Participants will become aware of recent proposed or passed legislation regarding children and/or families.	Attendance at workshops Handouts distributed Feedback Form Workshop Evaluation Forms	90% of those in attendance will answer "yes" they were made aware of legislation pending(Evaluation Forms) 90% will respond on Feedback Form that the updates sent them or made available kept them informed, and will give a rating of 4-5 on the Evaluation Form.
5. Workshop materials will meet the interests/needs of the participants.	Evaluation Forms Feedback Form	90% will rate the workshops and materials at the 4-5 level. Comments from forms

B. Behavioral Expectations, Con't.

The End Result	Evaluation Tool	Standard of Achievement
6. Memberships in local/national organizations emphasizing children's causes will increase (e.g., NAEYC)	Feedback Form	10% of those in attendance will join a local/national organization, such as NAEYC.
7. Participants will become aware of varied ways to advocate for children and themselves-indirect and direct techniques.	Evaluation Forms Attendance at workshops	Participants will list at least two ways or activities which demonstrate advocacy. Personal/group commitments
8. Participants will gain confidence in practicing advocacy skills.	Evaluation Forms Feedback Form	90% of those in attendance will answer questions on the Evaluation Form dealing with confidence at the 4-5 level. 15% of those who return the Feedback Form will report some advocacy participation.
9. Participants at Workshop #2 will practice elements of a successful presentation through role-playing.	Participation in role-playing exercises	50% of those in attendance will participate in the the exercise
10. Participants at Workshop #2 will engage in a self-role analysis.	Attendance at workshop #2	All in attendance will fill in handout on role analysis; participants will list types of individual power they have
11. Participants at Workshop #3* will see local government in action.	Sign-in sheet of those in attendance	10% of original participants in initial workshops will attend the field trip.
12. Participants at Workshop #3 will make a personal and/or group commitment to advocacy.	Attendance at workshop; List of commitment(s)	98% in attendance will list at least one commitment

*Workshop 3 to be optional and presented only if time and interest exists

The End Result	B. Behavioral Expectations, Con't. Evaluation Tool	Standard of Achievement
13. Participants will "network" some of the information and resources from the workshops	Feedback Form	50% of the participants at the initial workshop presentations will report back "yes" they had shared some of the skills/ information with others.
14. Participants will engage in some form of advocacy.	Feedback Form	15% of those in attendance at the initial workshops will report what advocacy they have engaged in since the workshops.

C. Description of Assessment Instruments

The nature of this practicum consists primarily of the dissemination of information and resources to teachers and others involved in working with children. Thus the major thrust of assessment was to be that of evaluation forms filled out by those in attendance at the workshops(Appendix A). After all three workshops had been presented, and some time had elapsed, the participants were to be sent a Feedback Form (Appendix B) to fill out and return to this writer.

Workshop Evaluation Forms

Immediately following each of the workshops, each person in attendance was to complete an evaluation form. A narrative reply was to be required for those questions dealing with expressing the most significant learnings gained from each workshop, listing ways in which one can advocate, stating what the participant liked least about the presentation, and listing proposed commitments. To some questions the participants were to be asked to check off appropriate responses. These dealt primarily with how new and interesting the given materials and information were to the participant. Other questions called for a "yes" or "no" response. Here the respondent was to check the appropriate response. The final type of response asked for was to be to circle a rating ranging from 5-0, designating to what degree or how much value or interest something was to the participant. Specifically, an overall rating was to be given to each workshop, with a rating of "5" being of great value or interest

to the participant, and a rating of "0" being of no value or interest. Also, those present were to be asked to rate to what degree their confidence level to advocate had been raised. A "5" rating would indicate that it had been raised a great deal. Whereas, a "0" rating given would designate that the degree of confidence had not been raised at all. If a "3" was circled, that would indicate that the level of confidence had only been raised somewhat.

The Feedback Form

This form had only four questions to be completed. It was to be sent to anyone who participated in any aspect of the program. The time period which elapsed between when the participant was present at the workshop and when the Feedback Form was received by the participant, was to be no less than two months. Three questions required only a "yes" or "no" response(questions 2,3,and 4). On the last two of these questions, the respondent was asked also to give examples or to list something. On question three, one was to tell what and with whom some of the information and/or materials from the workshop was shared. The last question asked the respondent to list any advocacy activities in which the participant had participated in since the workshops. The first question asked to what extent did the updates sent the participants inform them and give them current information on legislation. The ratings ranged from "5", being a great deal, to a "0", indicating not at all. A rating of "2" would indicate that the updates helped somewhat. The respondent was to circle

only one rating.

D. Analyzing the Results

After completion of the implementation stage of this practicum, results from all evaluation forms from the workshops were to be tallied and averaged. Comments were to be recorded also. The percentage of participants who responded to each rating was to be calculated, with an average given for each applicable question. These were to be reported in narrative form, and if applicable, a graph or table was to be used for clarification. Comments are reported in Chapter V, along with the other results.

If 90% of those in attendance rated the workshops at a rating of 4-5, this writer would consider the workshops positive tools in preparing the participants to advocate for themselves and others. However, if below this anticipated rating, the workshops were to be considered as inappropriate for the needs of the participants and as not meeting the objectives of the practicum. Lower ratings and negative comments were to be analyzed for cause.

On questions requiring a "yes" or "no" response, if 90% of those who responded answered "yes", then the writer would assume that the workshop was non-repetitive and did meet some needs and/or interests of the given population, and also the given objectives of the practicum.

Comments given in Question 6(form 1) were to be recorded. If 90% of the participants did not list at least one way to advocate for others or for oneself, the workshop objectives

would not be satisfied. Too, this writer could then conclude that the section of the workshop dealing with specific advocacy activities, was either not clear enough or not presented in an effective manner. The commitment statements and personal commitments from Workshop 3 were to be recorded.

The responses from questions dealing with to what degree the participants' confidence levels had been raised were to be tabulated. If 90% responded in the 4-5 range, meaning the level of confidence had been raised a great deal, the objective was met, and the workshop skills would be considered appropriate. If the ranges were below the anticipated 4-5, cause was to be analyzed.

Significant learnings stated by the participants and other narrative replies, not previously mentioned, were to be recorded to help the writer analyze the level of appropriateness of the workshops for the given population.

Sign-in sheets designating those in attendance at each workshop were to be compared to calculate what percentage of the initial participants remained for the entire program of advocacy training.

Results from the Feedback Form were to be tabulated and analyzed also. If on Question 1, to what extent did the updates and other information sent give new information, 90% responded within the 4-5 range, meaning the updates were useful and gave new information, the objective would be met. But if the average were lower, the updates would now be considered not an applicable tool for this population

of respondents, and cause would be analyzed.

On Question 2, that dealing with membership in an advocacy organization, if 10% responded that "yes" they had intent or actually did join an organization of this nature, this was to be considered an indicator of success.

If 50% of the respondents reported that "yes" they had shared some of the materials/information from these workshops, then the criteria for success would be met. A reported lower rating would be analyzed for possible cause.

The last question dealt with actual participation in some sort of advocacy activity. If 15% reported "yes" they had engaged in some sort of advocacy activity, and reported what activity it was, the objective would be met. If a lower percentage was reported, cause would be analyzed.

CHAPTER IV
SOLUTION STRATEGY

A. Discussion and Evaluation of Solutions

The necessity for advocacy action has been stated in Chpater II. The primary reasons are the low status of children today, the low priority of children's issues in Congress, the dependency of children on others for action and changes, and the power imbalance between various aspects of society. Historically, there have been trends for both increasing and decreased children's rights. Although the child advocacy movement is still in the infancy stage, some essential elements are there showing that one is existing (Fernandez,1980):

1. Rights are established as a basis for advocacy.
2. Development of organizations at a national, state, and local levels focusing on systems changes rather than case advocacy is evident.
3. An increase in the number of publications on child advocacy is evident.
4. Skilled leadership is emerging in this area.
5. Legal resources are readily available now to provide backup for an advocacy movement.
6. A focus and clear definition of child advocacy is emerging.
7. Professional child advocates are being funded.
8. Government support and recognition of child advocacy is evident.

The researchers tell us that persons must be equipped to be advocates. Alternatives to meeting this demand were considered. The following are possible solutions:
(1) circulate the few guides for citizen advocates

and lobbysits to the schools and surrounding institutions, (2)provide a field work program or internship type program where novice advocates observe, talk, and work with known child advocates and lobbyists, (3)videotape a lecture on preparing to become an advocate, supplemented by materials sent to the participants, (4)initiate a course in advocacy at the local university or at the colleges nearby, (5)have an external consultant, such as Sue Brock(Sacramento) or Linda Gordon(Pasadena) come to the district schools or to one general workshop, (6)have an internal consultant direct workshops locally, (7)provide training within each of the consultant areas, (8)provide training at <u>each</u> school site, and (9)provide on-site workshop at schools in which there is an interest in child advocacy and an eagerness to learn.

In selecting the most appropriate solution for the given population, there were important factors used as guidelines: (1)the method chosen would have to serve a wide range of interests, abilities, ages, and backgrounds, (2)what funding would be made available for this undertaking?, and (3)what method would this writer be most comfortable with and would coincide with this writer's philosohies. On the basis of these considerations, with the funding sources being a primary factor, the writer selected to initiate on-site workshops where the need and interest were indicated. The workshops on-site were supplemented with updates on current information and legislation sent out to the participants after the initial workshop. The Assistant Superintendent gave his full support to this endeavor.

B. Description of Selected Solution

The selected solution entailed two workshops. The initial one was given on several different sites, with a minimum of five sites targeted. This was followed with a second workshop given at any interested site of the ones visited before. If time and interest prevailed, a third workshop was to follow, consisting of a field trip to a local governmental agency or office. This visit was to be followed by an evaluation period and formulation of personal commitments to advocacy.

The first step was the sending out of letters to all principals in the LBUSD, as they have the final say on what may be conducted on their school sites(Appendix C). If a principal indicated interest in the workshops, this writer contacted him/her by phone and then by personal contact to firm up a date. The decisions for planning and implementation times were based on District guidelines and contractual agreements. Workshops could not exceed two hours without special permission given. In this case, not enough interest was shown within the District, so other institutions in the surrounding area were contacted to fulfill the targeted number of five sites.

Workshop 1 focused on the definitions of advocacy and lobbying; the aim and focus of child advocacy; why advocates are needed; the historical perspective of advocacy and lobbying; characteristics of effective advocates; effective strategies for advocates, both direct and indirect; the

process of law-making; coalition-building and networking; local resources and materials easily accessible; how to select issues for advocacy; the Children's Defense Fund; pending legislation pertinent to participants; local publications; risks and pitfalls to avoid; and more.

Workshop 2 expanded on the effective strategies. Those present practiced these skills through role-playing. (See Appendix E for role-playing exercises given). Updates on pertinent legislation were given also. Each one present engaged in a self-role analysis and individual power assessment. The prudent use of power and how to know where the real source of power is was stressed. Content of experiences for each workshop site varied somewhat in order to meet the individual needs and interests of that population. For instance, the workshop given for the teachers in special education emphasized problems existing in special education and legislation dealing with the same. While the workshop given for the preschool educators and administrators dealt primarily with legislation dealing with preschools.

Examples of interesting materials that were available for perusal at the workshops were copies of recent books such as The Child Advocacy Handbook by Fernandez, 1980, How You Can Influence Congress-The Complete Handbook for the Citizen Lobbyist by Alderson and Sentman, 1979; How to Lobby Congress-A Guide for the Citizen Lobbyist by de Kieffer, 1981; copies of the California Senate and Assembly Recess History, Journal, and Legislative Index; copies of pending bills,

copies of Senate and Assembly Files on committees and interim hearings; a copy of the State of California Telephone Directory; a copy of CDF's information resources for child advocates; a copy of a resource guide on managing the media maze; a copy of a resource guide with information on the California legislative process, Child Advocacy in 10 Easy Steps: A Resource Guide by Marilyn L. Pearce(no date given).

Both workshops began with a lecture on the various aspects of advocacy. Time was then allotted for questions and perusal of the handouts given(Appendix D) and publications brought in. Participants were also encouraged to contact this writer by phone or letter to have questions answered, to share new materials and resources, and to report on any advocacy involvements.

Handouts had been placed in colored folders for ease of distribution and identification by this writer. Since the workshops had been varied somewhat to meet the interests and needs of each group, a color-coding system of the handouts made it easy for reference back to what had been covered at a specific site. For instance, blue folders designated Workshop 1 at Roosevelt School, and yellow ones Workshop 1 at Cal State University, Dominguez Hills.

The role-playing exercises at Workshop 2 were handled in different ways at different sites. At some sites, the large groups were broken up into 5-10 smaller groups. Each exercise had been typed on a separate sheet of paper. The group leaders then drew an exercise out of a box. While at

other sites, where attendance was sparse, the group merely selected three to act out.

At all workshops, behind the podium, the CDF logo, "Dear Lord, be good to me, the sea is so WIDE and my boat is so small," was displayed. Near this was a huge mural or series of charts stating boldly the grim statistics on the status of children today.

Workshop evaluation forms were distributed immediately after each presentation. Following the implementation phase of the workshops, the Feedback Form(Appendix B) was sent to all participants who had signed the given attendance sheet. With the form was included a cover letter, a legislative update, and a list of advocacy actions. Too, a stamped-addressed envelope was enclosed. It was hoped that this would encourage a faster return and a larger one.

Letters were sent also to two sources in the community. All principals in the LBUSD received a copy of the roster of California Legislators, 1986-87, and a guideline sheet for effective letter writing(Appendix C). Nearby teacher-training institutions of the California State University system(Dominguez Hills, Fullerton, Long Beach, and Los Angeles) were also sent letters addressed to the heads of the teacher-training departments(Appendix F). These letters encouraged the inclusion of some kind of advocacy training into the training curriculum.

CHAPTER V
RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

A. Results

This practicum was designed to provide teaching professionals with information, skills, techniques, and resources in the area of advocacy in order to increase awareness and self-confidence, resulting in more community involvement. The primary method selected to bring this about was the development and presentation of three workshops. The first two were presented on school sites, while the third was planned as a field trip to a local agency or government office. The third workshop was an optional one to be included only if time and interest prevailed. These were extended with legislative updates sent to the participants.

The targeted number of sites established before the implementation of the workshops was to be at least five. But at the conclusion of the workshop phase, six different sites had participated. Originally, the target population was to be only teachers in the LBUSD. But because only two school administrators showed interest in the project, the surrounding community was canvassed for three more sites to satisfy the pre-established criterion of five sites.

Workshop 1 was given six times at six different sites. Workshop 2 was presented at three different sites of the original six, based on interest shown.

Participants were teachers from the LBUSD and other teaching professionals there; groups involved in the El

Camino College pre-school training classes, and a special education information class at California State University at Dominguez Hills(CSUDH). Most participants were California-credentialed teachers, with the remainder being teachers at pre-schools in Los Angeles County. The ethnic make-up of the participants included Blacks, Asians, Indians, and Caucasians. Ages of participants appeared to range from the early twenties to late fifties. Some of them worked at church pre-schools and were nuns.

An actual count of participants was not possible, as some refused to sign the given attendance sheets. But, the signed in number of participants was at 123 for Workshop 1 and 44 for Workshop 2. The sign-in sheets were also utilized to get addresses for future mailings.

Legislative updates were sent to participants when enough new information on bills was accumulated(Appendix B).

In order to help determine the applicability/value of each workshop presentation, the participants were asked to comment in a formal way on the degree of usefulness of the workshops immediately following the presentation(see Appendix A). Wherever percentages were figured to calculate this finding, numbers were rounded off to the nearest percentage. After two or more months had elapsed from attendance at Workshop 2, a Feedback Form(Appendix B) was mailed to 104 participants. This was used to evaluate legislative updates, and to what extent participants had engaged in some sort of advocacy action.

Participants were also encouraged to contact this writer to share advocacy experiences, new resources, and to have questions answered. Only tnree took advantage of this option. These were the basic tools used to assess the accomplishment of the following objectives:

1. Participants will attend mandatory and/or non-mandatory on-site workshops and gain new information and skills in the process of advocacy.

In order to gain new information, one had to be present at a workshop. It was anticipated that 100% of teachers on a site would attend. Attendance at five sites was mandatory. Yet at only one site(LBUSD 2) were all present. The writer's home school had 68%(19) of its staff present, including the principal, vice-principal, counselor, and nurse. Here the workshops were non-mandatory. Other sites' percentages could not be accurately calculated as actual class enrollment information was not made available to this writer.

On the evaluation forms for Workshop 1 and 2, participants were asked to respond as to whether the information presented was new to them(questions 2 and 4 on 1, and question 2 on form 2). 100% responded that at least some part of all information given was new to them.

Question 7 on both forms asked participants to rate the overall presentation. A rating of 4-5(of great interest/value) was the expected outcome with 90% of those in attendance, and was used as the criterion for success. The

average rating given for Workshop 1 was 4.3, and for Workshop 2, 4.2.

Tables 2 and 3 give an overview of the ratings given at each site for both workshops. Percentages of ratings in the 4-5 range were reported. Only one site, LBUSD 1(Roosevelt), met the targeted 90%, with 100%(19) giving such a rating. The others all fell short. Those at LBUSD 2 site reporting in this range were 78%(7/9); at El Camino 1 were 89%; at El Camino 2, 80%(20/25); CSUDH had 64%(14/22); and El Camino 3 reported at 79%(23/29.

Not one group at Workshop 2 reached the 90% anticipated outcome. LBUSD 1 was highest at 80%(4/5). Next highest was CSUDH with 59%(16/22) reporting in the 4-5 range. El Camino had a low 59%(10?17).

2.Participants will become aware of some of the child advocacy publications available at the State/National level.

Question 4 on the evaluation form for Workshop 1 asked for a "yes" or "no" response as to whether the publications presented were new to them. Of the 123 participants, 89% (109) reported that at least some of them were. For this objective a percentage of 90% was considered successful attainment. Actual responses then fell short by 1%.

3.Participants will become aware of some of the agencies, organizations, and coalitions pertaining to children's causes that are accessible to them.

The criterion for success of this objective was that 90% of those in attendance would report that the resources

TABLE 2: ANALYSIS OF WORKSHOP 1 ATTENDANCE AND OVERALL RATINGS IN THE 4-5 RANGE

SITE	MANDATORY	REPORTED RATINGS	PERCENTAGE IN 4-5 RANGE
LBUSD 1 (Roosevelt)	no	19/19	100%*
LBUSD 2	yes	7/9	78%
El Camino 1	yes	17/19	89%
El Camino 2	yes	20/25	80%
CSUDH	yes	14/22	64%
El Camino 3	yes	23/29	79%

*Target rate of 90% met

TABLE 3: ANALYSIS OF WORKSHOP 2 ATTENDANCE AND OVERALL RATINGS IN THE 4-5 RANGE

SITE	MANDATORY	REPORTED RATINGS	PERCENTAGE IN 4-5 RANGE
LBUSD 1	no	4/5	80%
El Camino 1	yes	10/17	59%
CSUDH	yes	16/22	73%

Target rate= 90%

shared were not known to them previously and were pertinent to them. All returned forms, 100%(123), replied the material presented was new to them, interesting, and/or somewhat new to them(questions 2 on forms). Some of the handouts specifically dealt with agencies(Guide to State Agencies Affecting Children). They also reported that the handouts were a good reference for them(question 3 on both forms). Membership applications and information pamphlets for NAEYC were made available at each workshop.

With the reported 100%, the anticipated outcome of 90% was exceeded by 10%.

4.Participants will become aware of recent proposed or passed legislation regarding children and/or families.

Pending bills were discussed and information posted on charts giving the bill's number, name, and a brief synopsis of content. Updated information on previously cited bills as to their progress was given. This told whether the bill was in committee, enroute to Senate, failed(did not pass vote), dropped(by author), vetoed(by governor), dead(lacked support in committee), or in suspense(awaiting budget revision). The latest issues of <u>On the Capitol Doorstep</u> were made available for perusal by all participants. Updates were reported orally at different sessions or through written memos sent to the participants(Appendix B).

It was anticipated that 90% of those in attendance would report that "yes" they were made aware of legislation pertaining to children(question 5, form 1). Of the forms

returned, 100% stated "yes". The format of the workshops, with the inclusion of the legislation section, enabled all in attendance to be aware of pending legislation. So the criterion for success was exceeded by 10%.

Another source utilized to determine whether this objective was satisfied was the Feedback Form(Appendix B) sent to all participants whose addresses had been given on the sign-in sheets. Of those returned, 70%(14/20) rated the updates at 4-5, as of being of great value. On the anticipated outcome of 90% here, the actual performance percentage fell short by 20%.

5. Workshop materials will meet the interests/needs of the participants.

The overall ratings(question 7) for both workshops would indicate whether the interests and needs had been met, at least somewhat, by the presentations. The average overall rating given for Workshop 1 was 4.3, and for Workshop 2, 4.2. Ratings of 4-5 would indicate they had been met a great deal. A breakdown of overall ratings showing percentages of ratings in the 4-5 range given at each site is shown in Tables 2 and 3. For Workshop 1, LBUSD 1 rated 100%(19/19) in the 4-5 range, the highest reported. At the second site, only 78%(7/9) so reported; El Camino 1 reported at 89%(17/19); while El Camino 2 with slightly lower at 80% (20/25); the lowest of these was at CSUDH with a 64%(14/22); and the last El Camino site rated with a percentage of 79% (23/29). Workshop 2 ratings in the 4-5 range were much

lower, with LBUSD reporting 80%(4/5), El Camino 1 with 59%(10/17), and finally CSUDH at 73%(16/22).

The anticipated outcome of 90% ratings in the 4-5 range was met at only one site, LBUSD(Roosevelt), the writer's home school. Here it was exceeded by 10% on Workshop 1 only. No site reached the 90% on Workshop 2.

It is to be noted here that the workshops varied in content somewhat from site to site, depending on the make-up of the given population. The writer met or called the administrator in charge to get pertinent information on each group.

6.Memberships in local/national organizations emphasizing children's causes will increase(e.g., NAEYC).

The criterion of success for this objective was that 10% of those in attendance would join a local/national organization, such as NAEYC.

Question 2 on the Feedback Form was used to analyze this objective's success or failure. Of those forms returned, 75%(15/20) reported "yes" they had joined some such organization. This would then compute to be 12%(15/123) of the total population served. 7%(9/123) of all involved in the project, joined NAEYC, while others reported joining organizations such as Child Watch Project, Missing Children, Long Beach Citizens Involved, Seat Belt Safety, and other California based chapters for children's welfare. Thus the criterion was exceeded by 2%.

7.Participants will become aware of varied ways to advocate for children and themselves-indirect and direct

techniques.

On Workshop 1 form(question 6) participants were asked to list at least two ways or activities which demonstrate advocacy. Only 23%(28/123) listed two ways, while 6%(7/123) listed only one way. No specific percentage for success was given for this objective. Some handouts given to all dealt primarily with advocacy actions. The lecture part of the workshops stressed these specifics also. So mere attendance at the workshops should have met the requirement for suceess of this objective.

8.Participants will gain confidence in practicing advocacy skills.

It was anticipated that 90% of those in attendance would report that their level of confidence had been raised a great deal(a rating of 4-5). Table 4 gives an overview of the percentage of participants at each workshop rating in the 4-5 range that their level of confidence had been raised. Not at <u>any</u> site was the anticipated 90% met. The highest percentages reported were at LBUSD 1 for Workshop 1 with a 79%(15/19), and for Workshop 2 at 80%(4/5). El Camino 1 had the lowest rating at 26%(5/19) on Workshop 1. Other percentages on Workshop 1 were LBUSD 2 figuring at 56%(5/9); El Camino 2 at 48%(12/25); CSUDH was lower at 32%(7/22); and El Camino 3 was at 55%(16/29). Workshop 2 had El Camino with 41%(7/17) and also CSUDH(9/22).

Another source to measure success of this objective was the Feedback Form. Question 4 asked whether the

TABLE 4: ANALYSIS OF PERCENTAGES OF RATINGS IN THE 4-5 RANGE ON THE LEVEL OF CONFIDENCE

SITE	NUMBER REPORTED IN RANGE	PERCENTAGE
WORKSHOP 1		
LBUSD 1	15/19	79%
LBUSD 2	5/9	56%
El Camino 1	5/19	26%
El Camino 2	12/25	48%
CSUDH	7/22	32%
El Camino 3	16/29	55%
WORKSHOP 2		
LBUSD 1	4/5	80%
El Camino	7/17	41%
CSUDH	9/22	41%

*Target Rate= 90%

participants had engaged in some sort of advocacy action. Of the 20 returned forms, 60%(12) checked "yes", and listed some advocacy actions taken. Activities listed included inviting speakers to the schools, encouraging others to advocate, working with parents and children needing special assistance, joining advocacy groups, recruiting others to join same, continued membership in such organizations as NAEYC, writing letters to representatives, and sharing information on pertinent legislation.

Reported results far exceeded the anticipated 15% by 45%.

9.Participants at Workshop 2 will practice elements of a successful presentation through role-playing.

All participants present at the role-playing session engaged in the role-playing. Thus the anticipated 50% was exceeded by 50%. Observation of the groups involved verified this total participation.

10.Participants at Workshop 2 will engage in a self-role analysis.

Time was allotted as part of the presentations for filling in the role-analysis and power sheets. All in attendance did participate in this. However, answers were not shared as the writer felt it an infringement on privacy. Since all were engaged in this activity, the criterion was met, that all should be so engaged.

11.Participants at Workshop 3 will see local government in action.

This objective was not met, as Workshop 3 was not held. Participants were given a list of offices and encouraged to visit their local one.

12.Participants at Workshop 3 will make a personal and/ or group commitment to advocacy.

Again, the objective was not met, as the workshop never took place. However, personal commitments were made as evidenced in comments made such as "I can and will make a difference;" "I must ACT;" "we must get involved;" and "caring is not enough." At Roosevelt School(LBUSD 1), a group commitment was made to hold regular "rap" sessions to sort out problem areas and propose possible solutions to matters on site.

13.Participants will "network" some of the information and resources from the workshops.

Of all participants, only 16%(20/123) actually reported that they had shared at least some of the information given them. It had been anticipated that a much larger percentage, 50%, would so report. Thus the criterion for success was not met. Among the ones that did report sharing, ones with whom they shared were family members, other teachers, friends, parents, classmates at college classes, and organizations. In one instance, the handouts were duplicated and placed in a resource file on site.

14.Participants will engage in some form of advocacy.

Only 10%(12/123) reported back that they had engaged in some sort of advocacy action. This was reported in Question

4 of the Feedback Form. Anticipated outcome was that 15% would so do. Thus this objective fell short by 5% of meeting its successful attainment.

Advocacy actions reported included sharing of information given; membership in advocacy organization; recruiting membership in advocacy organizations; writing letters to the representatives; setting up programs on the school site on issues involving children's welfare such as child abuse. Two events reported were quite special. One told of a mother sharing the information with her son who was in high school. He reportedly used some of the material and techniques to bring about positive changes on his school site. The other was related by a teacher. She reported that a student of hers with very special needs had never received the special services he should have. Following the ten easy advocacy steps and utilizing ideas given in the lecture, this teacher not only got the special services for the boy, but also got him placed in a special education classroom where he could best succeed.

B. Conclusions

Originally, this practicum was planned to be implemented only within the LBUSD. However, only two administrators showed any interest in having the on-site workshops. There are many reasons that lack of interest might have existed here. It is probable that the original letter sent out to the principals did not make clear the objectives of the practicum. Another thought is that the word "advocacy" was too threatening to the principals. Many do not wish to have their teachers trained in techniques that would encourage challenging the given programs and curriculum. Perhaps a simple task of changing the title of the project might have helped the situation. Calling it "Speaking Out For Children" may have been more feasible. A new California law may also have accounted for lack of returns. In order to explain and implement this law, mandatory workshops were scheduled previous to this practicum's implementation. Thus many in-service dates had already been filled, and principals do not like to overburden their teachers with afterschool meetings.

Actual attendance at given workshops was not as high as anticipated. This writer concludes that the teachers are more content with the situations on-site. Many received new contracts with substantial raises and benefits. If this project had been presented in years past or in future years, when dissatisfaction was or will be on the rise, attendance

would have been increased.

A summary of the expected outcomes and actual performances(Table 5) indicates that not all of the objectives met the criteria established, while others exceeded the anticipated behaviors.

Nine of the actual outcomes were at or above the expected outcomes. The ratings were reported higher at the writer's home school than at any other site. Any question dealing with awareness levels scored at or above the expected outcome. This was probably due to the abundance of handouts given to review the facts, techniques, and resources given. The nature of the lectures themselves had a built-in format in which awareness levels would have to be raised. Exposure to the new materials would increase awareness. The exceeded outcome of memberships by 2% might be in part due to repetition given on this subject. Having the applications on-site made it easier for someone to join. There was quite a discrepancy in reported advocacy action and that of the anticipated number. This was probably due to the fact that most who returned the Feedback Forms had something positive to report, and that the objective spoke only to the twenty Feedback Forms, rather than to the total population of 123. Role-playing participation was high because it was mandatory at all sites. At most sites, each group did not have to share results with the whole group, thus making it a less anxious and competitive activity. Self-role analysis was at the anticipated percentage because time was allotted

TABLE 5: SUMMARY OF EXPECTED OUTCOMES AND ACTUAL PERFORMANCES

OBJECTIVE	EXPECTED	ACTUAL PERFORMANCE
1 Attendance	100%	Unable to compute
Gain new information	90%(4-5)	Workshop 1: LBUSD 1-*100%;LBUSD 2-78%; El Camino 1-89%; 2 at 80%;CSUDH-64%;El Camino 3-79%; Workshop 2: LBUSD 1-80%; El Camino-59%;CSUDH-73%.
2 Awareness-publications	90% "yes"	89%
3 Awareness-agencies	90% "yes"	*100%
4 Awareness-legislation	90% "yes" 90%(4-5)	*100% 70%
5 Needs/interests	90%(4-5)	*See objective outcome on 1, second part
6 Membership	10%	*12%
7 Awareness-varied advocacy activities	List 2 ways	*23% listed two; 6% listed one only
8 Raise confidence	90%(4-5)	Workshop 1: LBUSD 1-79%;LBUSD 2-56%; El Camino 1-26%; 2-48%;CSUDH-32%; El Camino 3-55%; Workshop 2: LBUSD-80%;El Camino-41%; CSUDH-41%.
9 Role-playing	50%	*100%
10 Self role-analysis	100%	*100%
11 Observe local agency**	10%	---------
12 Personal commitment**	98%	---------
13 Networking	50% "yes"	16%
14 Advocacy Actions	15%	10%

*Indicates objective attained

**These were for Workshop 3, not held during this implementation

during the workshop to engage in this activity. The writer walked around to observe the process.

The criterion levels not met could be the result of many factors. Projected percentages could have been too high and unrealistic for the situations. Wording of objectives may have accounted for lack of desired attainment. For instance, in some cases objectives referred to original participants, meaning total population. When actually, percentages would have been anticipated only for those who filled out and returned the evaluation forms, since there is no way to force participants to fill out the forms given. The evaluation questions may not have been stated clearly enough, and participants may have misunderstood what and how to evaluate. Time may have played a big role in the lower ratings. In some cases, Workshop 1 and 2 were held in the same day. Fatigue and confusion may have resulted. If the sessions were only one hour, the presentation may have been too overwhelming for some. Too, the writer may have talked too fast. These thoughts were substantiated in comments written such as, "lack of time," "overwhelming," "too much to absorb," "presented too rapidly," "need time to sort things out," "too long." Yet many also reported that the presentations were "too short." Subject matter covered in the workshops was quite intense and abstract as compared to most teacher in-services. Some comments suggested that the material be limited to just the pertinent skills.

Lack of returns of the Feedback Forms also affected

greatly the results. Only twenty were returned out of one-hundred forms mailed out. Stamped/addressed envelopes were enclosed to encourage a fast and larger return. Typing the site and date of the workshop may have helped some to identify the workshop. Maybe the cover letter did not say enough to enhance understanding. Maybe the time period given for returns(ten days) was inadequate. Time span between attendance at last workshop and request to fill out the evaluation form may have been too short or too long, depending on the individual.

The participants at CSUDH tended to rate most areas lower than other groups. To speculate on the reason for this is difficult. The workshops were given near the end of the semester, and right before finals time. Perhaps, the group was final-oriented, and tired of lectures. It is ironic that this group, though, was the most enthusiastic and perceptive of all the groups. A rating of 3 and 4 may have been an outstanding rating by this group. Comments seemed to back this up. Ones noted were, "best presentation ever seen," and "best class meeting of the semester."

Analysis of the levels of confidence ratings was quite interesting. Although the materials and presentations were rated high, and as presenting new material, levels of confidence did not substantiate this. It is assumed that the subject of advocacy still carries an air of mystery and fear to them.

In comparing results of Workshop 1 and 2, it is noted

that the ratings were higher for Workshop 1. Workshop 1 was primarily lecture and perusal of materials. Whereas Workshop 2 was primarily a participatory event. Although the participants reported enjoying the role-playing experiences, this may not be the case at all. Or the role-playing many not have been initiated effectively. Again a time restraint might have also been frustrating to some.

Significant learnings reported were: "better awareness; we can make a difference; there is a need for advocacy; we do have the power to affect change; I can help myself and others; I possess the necessary skills to bring about changes; caring is not enough; I must ACT; we must get involved; and perseverance and patience are necessary for success."

When participants were asked to list two ways to advocate, it was interesting to note that letterwriting was by far the most reported. Second to this was joining organizations and asserting oneself.

This writer does not conclude that the objectives were not met due to poor planning or inappropriate content. Comments such as, "overall presentation was well-planned and worth listening to; showed much advanced planning; quite informative; a special tribute to you; you were great; loved your enthusiasm; best ever; and great,"seem to substantiate this thought.

Although the practicum did not fully produce results that were statistically highly significant, this writer feels

any change for the betterment of children, no matter how small, is a beginning for a future better world and society.

C. Recommendations

1. Change the title of the project to a less-threatening one, such as, "SPEAKING OUT FOR CHILDREN-A BEGINNING."
2. Plan letters very carefully to make appeal high.
3. Set criterion levels realistically and on the low side.
4. Spread the workshop materials into many workshops, many sessions, maybe even a weekend workshop. Three sessions appeared to be too little and material too overwhelming for some. For example:

   Session 1-Definitions of advocacy/introduction
   Session 2-Effective Strategies
   Session 3-Power
   Session 4-Communication/Speaking Effectively
   Session 5-Finding Resources
   Session 6-Field Trip

5. Write the presenter's name and address on at least one of the handouts for easy reference for participants.
6. Give outline of the session's content.
7. Allow enough time for evaluation forms to be filled out.

D. Dissemination

Letters were sent to four nearby teaching-training institutions within the California State University system (Dominguez Hills, Fullerton, Long Beach, and Los Angeles). These encouraged the inclusion of an advocacy unit in some part of the teaching-training curriculum. This writer stated that any help needed would be given by this writer. An outline of what was covered in this practicum was sent with the letter.

Two additional workshops were given that were not reported in the findings. A teacher asked the writer to come and give presentations to her two Civics classes. The one class was an honors Civics class, the other a regular session. These were given at a high school in the Paramount Unified School District, a nearby district.

Upon approval of this practicum, copies of the hand-outs will be sent to the Superintendent and Assistant Superintendent of the LBUSD. Too, an article will be submitted to the District paper telling of the completion of this advocacy project.

The Director of Counseling Services has asked that this be presented in some form to all new counselors, and become a regular item on their training lectures. Too, she has submitted this advocacy project to be presented at the State Counselors' Conference in February, 1987.

In the near future, it is hoped that this writer will write a book on advocacy to be used for Nova classes.

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APPENDIX A: WORKSHOP EVALUATION FORMS

School_____

ADVOCACY WORKSHOP

"We're the guardians of the human spirit and the human mind. We can open horizons and we can eradicate fear. We can create beauty and we can give courage. Most of all, we can stimulate truth in discovery. This is an awesome responsibility, but we must accept it."

--Leo Buscaglia

1. What was the most <u>significant</u> thing(s) you got out of this workshop?

_____

_____

_____

_____

2. The material presented was(Check as many as are applicable):

_____new to me _____somewhat new to me

_____interesting _____a good review

_____boring _____not of any interest

3. The handouts are:

_____a good reference point;interesting to me

_____of no use/interest to me

4. Were the publications presented at this workshop new to you?

_____yes _____no

5. Were you made aware of pending and pertinent legislation?

_____yes _____no

6. List two ways one can advocate for others or oneself.

a._____

b._____

7. Please rate the overall presentation, with 5 being of great interest/value and 0 being of no value/interest.Circle one.

5 4 3 2 1 0

8. To what degree has your confidence level to advocate been raised? A 5 rating would be a great deal. A 0 rating would be not at all.

5 4 3 2 1 0

9. What did you like <u>least</u> about this presentation?

ADVOCACY WORKSHOP # 2

School_____

"Life is fruitful in the ratio in which it is laid out in noble action or patient perseverance."
-Liddon

1. What was the most significant thing(s) you got out of this workshop?

_____

_____

_____

_____

2. The material presented was:

_____new to me _____a good review

_____interesting _____not of any interest

_____boring _____somewhat new to me

3. The handouts are:

_____a good reference point; interesting to me

_____of no use/interest to me

4. Did you enjoy the role-playing section of this workshop?

_____yes _____no

5. What did you like least about this presentation?

_____

_____

_____

_____

6. To what degree has your confidence level to advocate been raised? A "5" rating would be a great deal, a "0" rating would be not at all.

5 4 3 2 1 0

7. Please rate the overall presentation, with "5" being of great interest/value to you, and "0" being of no value/ interest.

5 4 3 2 1 0

ADVOCACY WORKSHOP # 3

School_____

1. Was this your first trip to such a government office?

_____yes _____no

2. List any significant learnings gained from this field trip.

_____

_____

_____

_____

3. List 2 or more personal commitments related to advocacy that you plan to initiate or accomplish in the 1986-87 school year.

_____

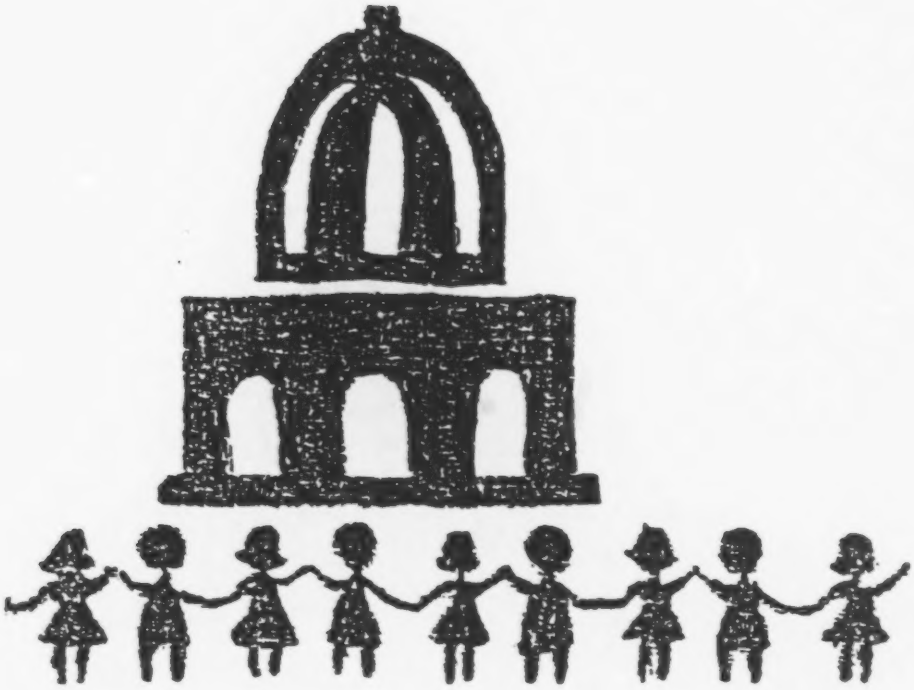
_____

_____

_____

Thank you for your support in this advocacy project.

APPENDIX B: FINAL FEEDBACK FORM AND MATERIAL



Dear Educator,

Thank you for your participation in "Speaking Out For Children", a project to encourage citizen involvement in helping to bring about and maintain programs and laws that will enhance children's welfare and education.

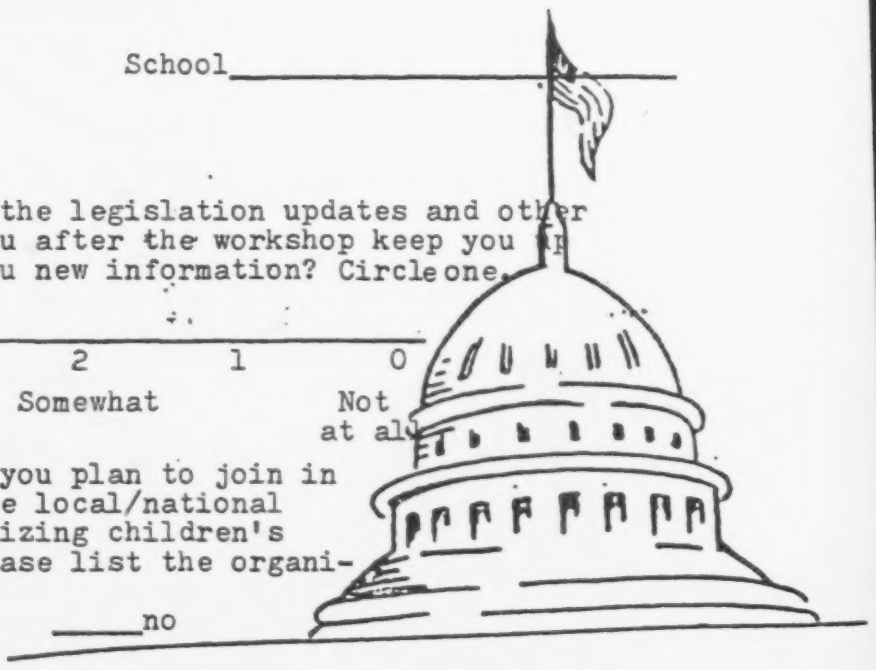
It is hoped that you have utilized some of the skills and resources given you at the workshop(s) and have become an active participant in your local area.

Enclosed you will find a legislative update and a list of possible actions for advocacy that you may have engaged in or propose to do so in the near future. I am interested in finding out what impact the workshop(s) had. Your cooperation in evaluating the success of the project will be greatly appreciated. Please complete and return the enclosed form in the given stamped envelope by September 23rd. Thank you.

Mrs. Susanne M. DeHardt

ADVOCACY WORKSHOP FEEDBACK FORM

School_____



1. To what extent did the legislation updates and other information sent you after the workshop keep you up to date and give you new information? Circle one.

5 4 3 2 1 0

A great deal Somewhat Not at all

2. Did you join or do you plan to join in the near future some local/national organization emphasizing children's causes? If so, please list the organization.

_____yes _____no

_____

3. Have you shared some of the information and/or resources from the workshop with others? If so, give example.

_____yes _____no

_____

_____

_____

_____

4. Have you engaged in some sort of advocacy activity?(Remember, joining an organization as mentioned counts). If so, please list them.

_____yes _____no

_____

_____

_____

_____

_____

Thank you for filling this out.

S. De Hardt

Governor Deukmejian signed a "blue" budget on June 25th, vetoing more than $700 million. Although nearly half of the vetoes came out of education, children who need child welfare services or special education will fare better in 1986-1987. Some programs totally eliminiated were urban impact aid, small school district transportation, and aid to community colleges with declining enrollment. Special education received its second $60 million funding. Child welfare services received $19 million. The total State budget is $36.7 billion, a 9.8% overall increase.

The legislators had to pass bills for 1986 by midnight August 29th. The Governor must sign or veto all legislation by October 1st. The governor's office has legislative staff with liasons with the Senate and Assembly. The bill's author will give you the appropriate contact with the governor's office. Coordinate a letter/phone campaign requesting his signature.

Contact the author(name after bill number)to see if the bill is on governor's desk. The following are some of the remaining bills in July which are pertinent:

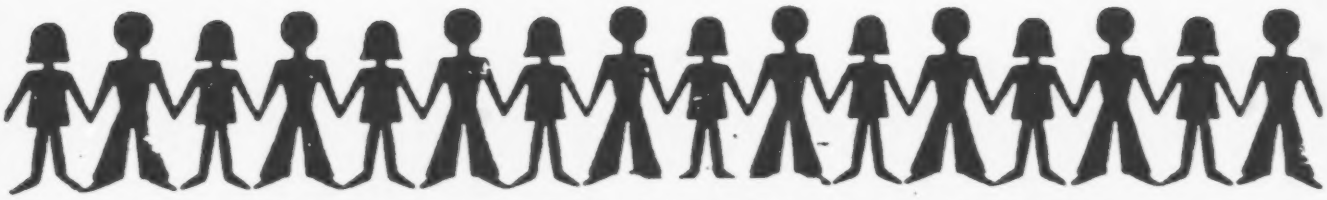
AB 606 Davis MISSING CHILDREN ACT
AB 2791 Davis MISSING CHILDREN-State Information Center
AB 3229 Bronzan VIDEOTAPING FOR DEVELOPMENTALLY DISABLED
AB 3849 Margolin CHILD WITNESS CREDIBILITY
SB 987 Hart SPECIAL INFANT SERVICES-high risk infant projects
SB 1545 Lockyer CHILD MOLESTATION-increased penalties
AB 4027 N. Waters ELDERLY AIDES
AB 1617 Farr-prohibits corporal punishment in public schools
AB 3246 Papan-Early education of special needs infants
AB 3285 Vasconcellos NUCLEAR AGE STUDIES PROJECT-resource center
AB 3330 M.Waters DEVELOPMENTAL KINDERGARTEN-for age 4 children
AB 4244 Hughes TEEN PREGNANCY PREVENTION-positive role model
SB 1604 Hart CLASS SIZE-encouragement to reduce class size
SB 1605 Bergeson REFORM OF TEACHER CREDENTIALING
SB 2409 Hart FOREIGN LANGUATE EDUCATION ACT
AB 3463 Molina TOXIC TOYS
SB 1739 Bergeson INFANT BOTULISM FROM HONEY-education and warning
SB 466 Watson HOMELESS FAMILIES-vouchers for some rent
AB 540 Harris CALIFORNIA SIMPLE TAX LAW-revises income tax
SB 1805 McCorquodale CONTROLLED SUBSTANCES ON SCHOOL GROUNDS

ACTIONS FOR ADVOCACY

1. Write, call, or visit your local or State representative.
2. Let your professional affiliations be known-write position papers; supply statistics.
3. Put your time and energy where your beliefs are-join or form a coalition; build a network.
4. Encourage colleagues, parents and others to contact officials and express an opinion.
5. Support others efforts by endorsing their work.
6. Educate voters on the issues and people, and of course, be sure to educate yourself.
7. Work on getting people to vote; work on getting people registered to vote.
8. Help select decision makers that support children; work on a campaign; send contributions to same;
9. Read the political section of the newspapers and magazines.
10. Subscribe to publications giving updates on legislation.
11. Join and become active in a professional organization.
12. Take a leadership role in your community.
13. Become involved with the media, TV, radio, or the newspapers.
14. Attend local meetings, teas, "coffees", and give one yourself.
15. Attend school board meetings and local council meetings.

APPENDIX C: LETTERS SENT TO PRINCIPALS

October 15, 1985



"We're the guardians of the human spirit and the human mind. We can open horizons and we can eradicate fear. We can create beauty and we can give courage. Most of all, we can stimulate truth in discovery. This is an awesome responsibility, but we must accept it."

-Leo Buscaglia

Dear

Being an educator requires more than "just working with children." Skills for working with co-workers and parents are also required. In addition, teachers must learn how to advocate and recognize it as part of their professional responsibility. This will lead to better programs for children and families. Children are our future and we must invest in them. They are one of our greatest natural resources, but they cannot speak for themselves.

As part of my doctorate program, I have planned a workshop on advocacy entitled, "BEYOND THE CLASSROOM: PREPARING TEACHERS TO ADVOCATE FOR THEMSELVES AND OTHERS-A BEGINNING." The workshop will include basic "how-to" skills in advocacy, give a historical perspective on lobbying, acquaint teachers with advocacy publications and support organizations, give suggestions for effective letter writing to and personal contact with the legislators, and much more.

Dr. Ashley has graciously given persmission for the workshop to be presented on the school sites, but has stated that participation is to be on a voluntary, not mandatory basis. Please indicate below whether or not you would find this beneficial for your staff needs. A personal contact will be made to schedule the date and time for the workshop, if you have indicated "yes" below. Please <u>return</u> this tear-off <u>by October 28th</u>.

Thank you for your consideration on this matter. Have a productive year.

Sincerely,

Mrs. Susanne M. DeHardt
Roosevelt School

Please return this portion to Sue DeHardt, Roosevelt School

_____ Yes, I would like this workshop presented at our school

_____ No, I am not interested in having this presented at our school

_____

School

_____

Principal

CHILD ADVOCACY WORKSHOP
OUTLINE

-definition of advocacy/lobbying

-why advocate for children?

-the law and advocacy

-children's rights

-historical perspective

-effective letter writing

-elements of a successful presentation

-the personal contacts

-how to avoid the pitfalls

-resources and publications

-organizations(e.g., NAEYC)

-handouts

e.g., how a bill becomes a law
how to read a bill

Dear Administrator,

I have just completed an exciting project on training educators in the process of advocacy. Its ultimate goal was to provide a better life and programs for our children, the leaders of tomorrow.

Enclosed you will find a roster of our present California legislature, and simple guidelines for writing them. Dr. Ashley has approved this roster for posting(June,1986), and it is hoped that you will encourage teachers to peruse it. Teachers are an excellent source to the legislator as to what the needs for children and programs for them are today. Legislators encourage and seek such information and support on matters dealing with our children.

May the 1986-1987 school year continue to provide our children with the needed programs and experiences that have always been evident in the Long Beach Unified School District.

Sincerely,

Mrs. Susanne DeHardt
Holmes School

TEN WAYS TO WRITE A MEMBER OF CONGRESS

Jack Fraenkel and Frank Kane

One person can make a difference. You can directly influence government decision-making by writing letters to government officials. You can have an indirect influence by sharing your ideas with other people and gaining their support for your position. Effective letter writing-to present a point of view or to request information-is an important skill. Here are some tips to consider:

1. Clarify your purpose for writing. Then decide who is the best person to write to. Also consider what you will say and how you will say it. Make your letter a page or less. It should cover only one subject. Write it in your own words.

2. When your letter is about a bill, refer to it by number and name.

3. Tell the legislator exactly what you want him or her to do. Give your reasons for your position. Stress how it will and can affect the people in your congressional district or state. Give your own experiences and observations.

4. Ask the legislator to tell his or her position on the matter: "Will you support this legislation?"

5. Show your awareness of the legislator's past actions-if you can, give an example of recent voting on related issues.

6. Don't mention your membership in a citizens' organization. The individual citizen's letter is better.

7. Don't send a form letter or preprinted postcard.

8. Don't repeat slogans or phrases from a newsletter.

9. Write your legislators at the given addresses, or call the information desk of your local public library.

The Honorable_____

Dear Senator_____:

10. When the legislator replies, write a follow-up letter to restate your position, to give reactions, or the thank.

DON'TS: apologize for writing; come on too strong; tell how influential you are; make wisecracks; show anger; threaten; be impersonal; send carbon or copy of letter;

Civics-Government and Citizenship
1983, pgs. 385-86

APPENDIX D: SAMPLE OF WORKSHOP HANDOUTS

SOME FACTS ABOUT AMERICA'S CHILDREN

The infant mortality rate in the U.S. is higher than 16 other countries, and the infant mortality rate for non-white children is double that for whites.

7% of all children born each year are born with birth defects.

5,000,000 children suffer some form of malnutrition.

20,000,000 of America's 52 million children under the age of 15 lack adequate immunization against one or more childhood diseases.

Over 1,000,000 teenager girls become pregnant each year-----one in every ten. 600,000 give birth (i.e, 1 out of 5 babies born this year will have a teeage mother).

One-third of the U.S. population is under 18 years old.

Only 14% of the total HEW (Health, Education, and Welfare) budget and only 10¢ of every health service dollar are spent on children. Local, state, and federal government spending for child health care does not exceed what Americans spend on pet food.

Anywhere between 60,000 (reported) and 500,000 (suspected) children are abused annually, and of those requiring hospitalization, approximately 50% will die of such abuse sooner or later.

In 1974 10.2 million children under 18 lived in "official" poverty. More than 3 million of them were under six years of age.

More children live in families with incomes below the poverty line in 1976 than in 1970.

Of the 11.2 Americans now receiving basic welfare payments, all except 700,000 were children.

28.2 million, or 46% of the 61.7 million children under the age of 18 have working mothers.

Of the nearly 38 million women working in 1976, 5.4 million had children under the age of 6; 9.2 million had children 6-17 years old. The number of working mothers is five times greater than that in 1940.

There are about 1,000,000 licensed day care facilities for children in the United States.

9,000,000 children under the age of 18 are being raised by one parent only. The number of children under age 6 who lived in a family headed by a working woman rose by 71% from 1970 to 1975.

Women working full time earn an average of 60% of the wages of men working full time.

Taken from Child Advocacy in 10 Easy Steps: A Resource Guide, Written and Compiled by Marilyn L. Pearce, CAEYC Public Policy Task Group

PASSAGE OF A LEGISLATIVE BILL . . . *a complicated procedure*

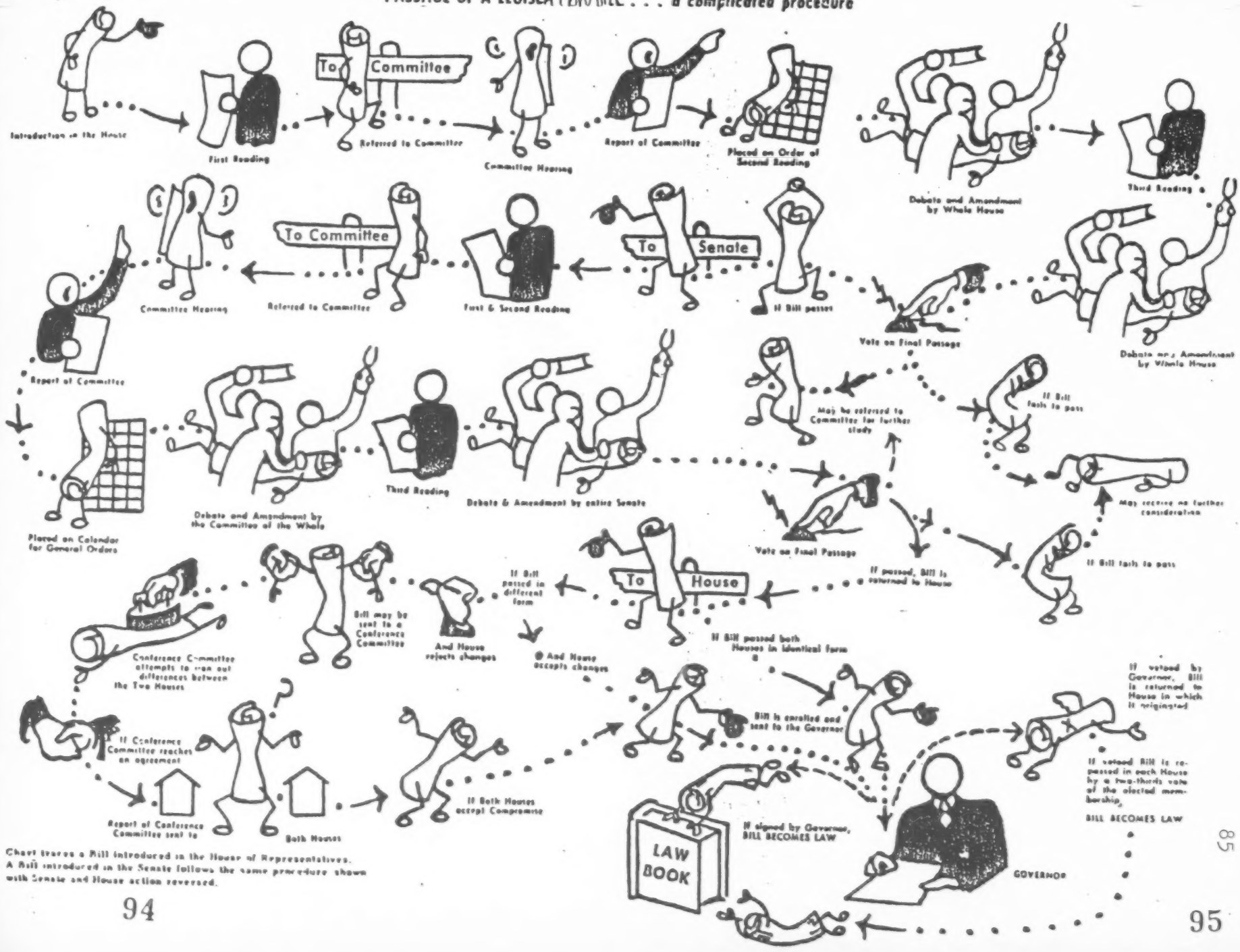
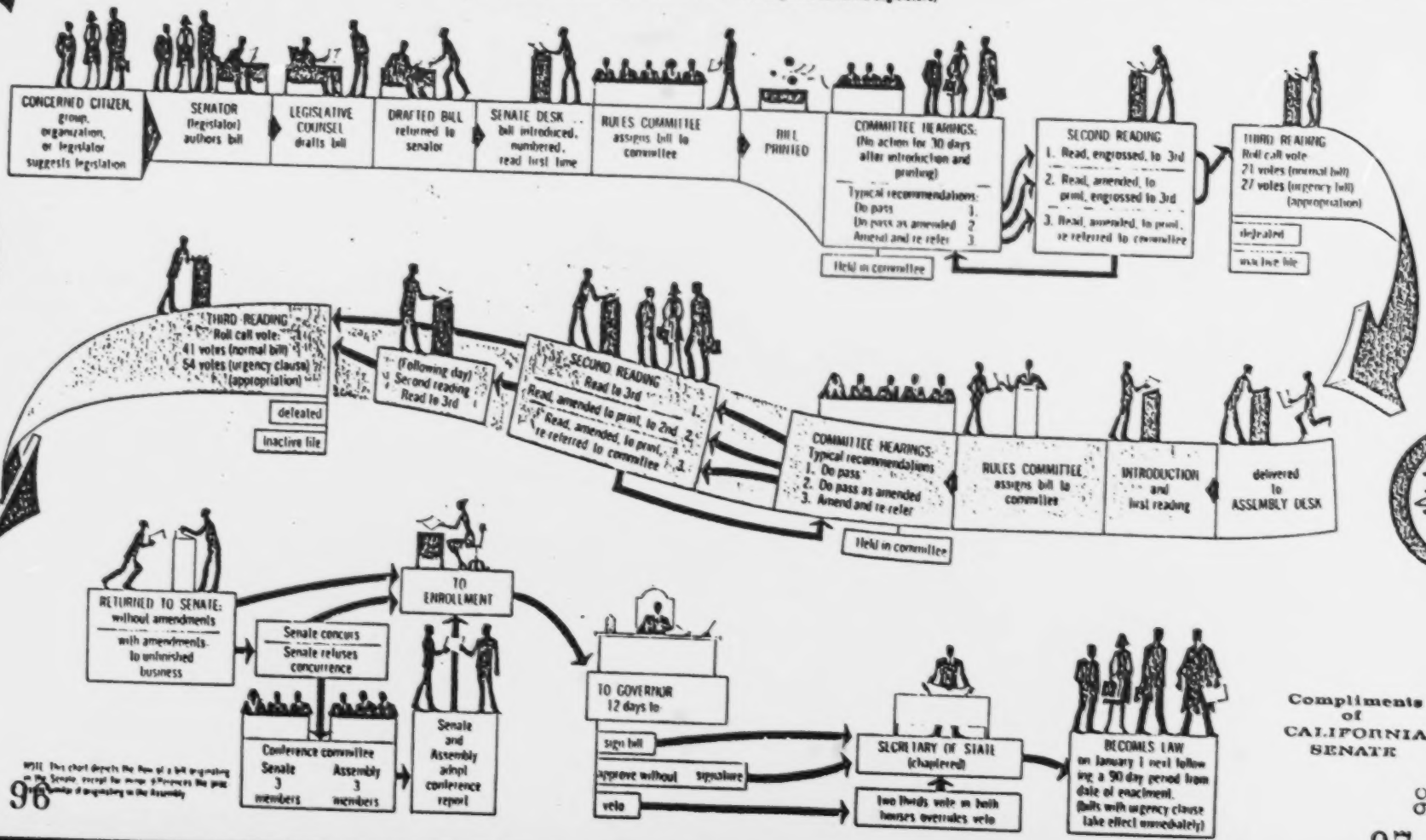

Introduction in the House
First Reading
To Committee
Referred to Committee
Committee Hearing
Report of Committee
Placed on Order of Second Reading
Debate and Amendment by Whole House
Third Reading
To Senate
If Bill passes
Vote on Final Passage
Debate and Amendment by Whole House
If Bill fails to pass
May be returned to Committee for further study
May receive no further consideration
If Bill fails to pass
Vote on Final Passage
If passed, Bill is returned to House
To House
If Bill passed both Houses in identical form
Bill is enrolled and sent to the Governor
If vetoed by Governor, Bill is returned to House in which it originated
If vetoed Bill is re-passed in each House by a two-thirds vote of the elected membership
BILL BECOMES LAW
GOVERNOR
If signed by Governor, BILL BECOMES LAW
LAW BOOK
If passed in different form
And House rejects changes
And House accepts changes
Bill may be sent to a Conference Committee
Conference Committee attempts to iron out differences between the Two Houses
If Conference Committee reaches an agreement
Report of Conference Committee sent to Both Houses
If Both Houses accept Compromise
Report of Committee
Committee Hearing
Referred to Committee
First & Second Reading
Third Reading
Debate & Amendment by entire Senate
Debate and Amendment by the Committee of the Whole
Placed on Calendar for General Orders

Chart traces a Bill introduced in the House of Representatives. A Bill introduced in the Senate follows the same procedure shown with Senate and House action reversed.

HOW A BILL BECOMES LAW

(A simplified chart showing the route a bill takes through the California Legislature)


CONCERNED CITIZEN, group, organization, or legislator suggests legislation
SENATOR (legislator) authors bill
LEGISLATIVE COUNSEL drafts bill
DRAFTED BILL returned to senator
SENATE DESK bill introduced, numbered, read first time
RULES COMMITTEE assigns bill to committee
BILL PRINTED
COMMITTEE HEARINGS: (No action for 30 days after introduction and printing)
Typical recommendations:
Do pass 1
Do pass as amended 2
Amend and re refer 3
Held in committee
SECOND READING
1. Read, engrossed, to 3rd
2. Read, amended, to print, engrossed to 3rd
3. Read, amended, to print, re referred to committee
THIRD READING
Roll call vote
21 votes (normal bill)
27 votes (urgency bill)
(appropriation)
defeated
inactive file
THIRD READING
Roll call vote:
41 votes (normal bill)
54 votes (urgency clause)
(appropriation)
defeated
inactive file
(Following day) Second reading Read to 3rd
SECOND READING
Read to 3rd
Read, amended to print, to 2nd
Read, amended, to print, re referred to committee
COMMITTEE HEARINGS:
Typical recommendations
1. Do pass
2. Do pass as amended
3. Amend and re refer
Held in committee
RULES COMMITTEE assigns bill to committee
INTRODUCTION and first reading
delivered to ASSEMBLY DESK
RETURNED TO SENATE: without amendments
with amendments to unfinished business
Senate concurs
Senate refuses concurrence
Conference committee
Senate 3 members
Assembly 3 members
Senate and Assembly adopt conference report
TO ENROLLMENT
TO GOVERNOR 12 days to
sign bill
approve without signature
veto
SECRETARY OF STATE (chaptered)
two thirds vote on both houses overrides veto
BECOMES LAW on January 1 next following a 90 day period from date of enactment. Bills with urgency clause take effect immediately)

NOTE: This chart depicts the flow of a bill originating in the Senate except for minor differences that occur in the handling of originating in the Assembly

Compliments of CALIFORNIA SENATE

TENTATIVE LEGISLATIVE CALENDAR FOR THE 1985-86 REGULAR SESSION

1984

Dec. 3	12 Noon. The 1985-86 Legislative Session Convenes. Legislature must recess no later than December 7.

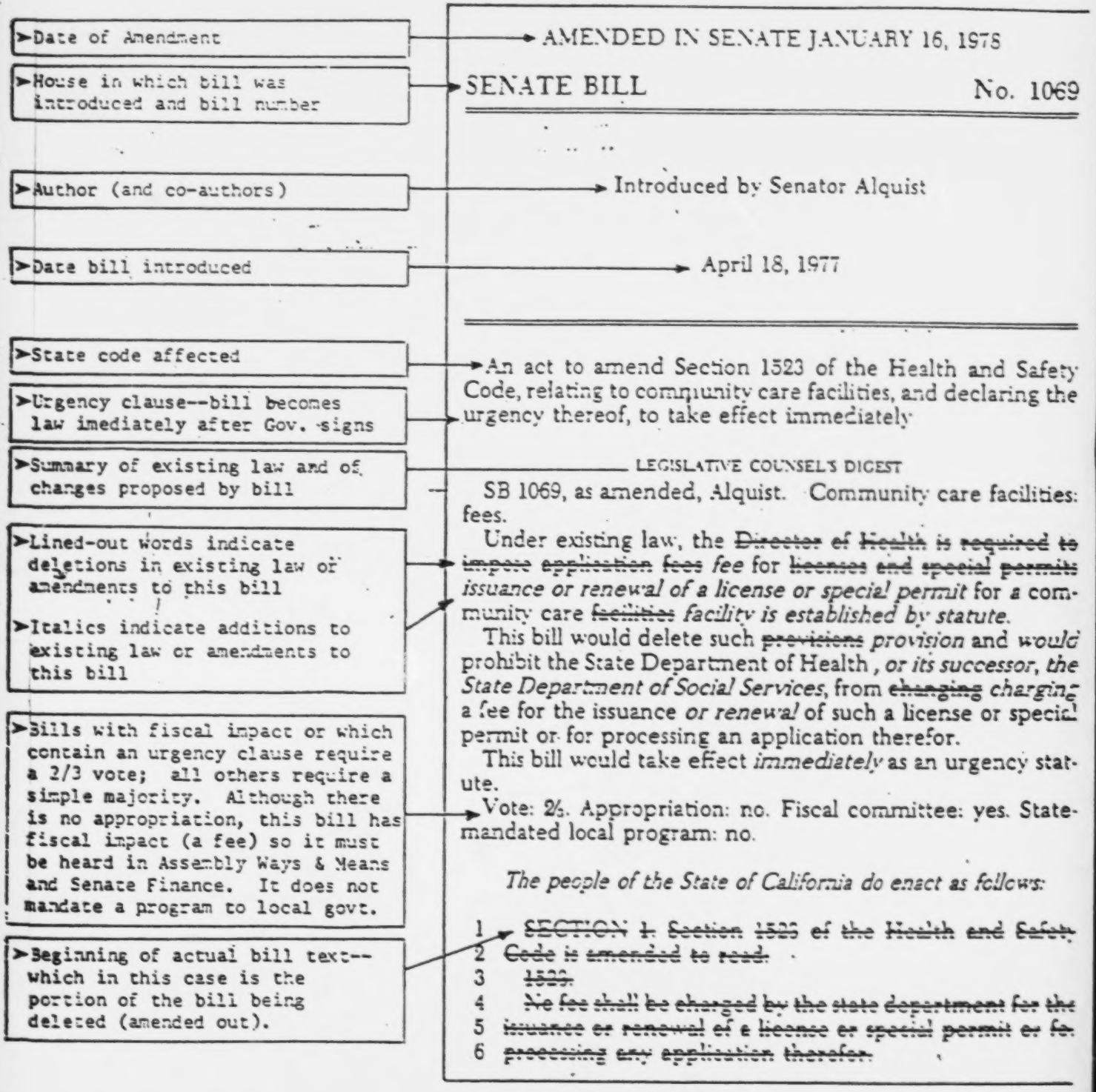
1985

Jan 1	Bills enacted on or before October 2, 1984 take effect.
Jan 7	Legislature Reconvenes
Jan 10	Governor must submit his 1985-86 Proposed Budget to the Legislature.
Feb 1	Last day to submit a bill request to the Legislative Counsel.
Mar 8	Last day to introduce a bill in 1985.
Mar 29	First day of Easter Recess.
Apr 8	Legislature Reconvenes
May 3	Last day policy committees may pass own house bills to fiscal committees.
May 24	Last day policy committees may report nonfiscal bills to the floor.
June 14	Last day policy committees may hear bills prior to July 1.
June 15	Legislature must pass Budget Bill by midnight.
June 21	Last day fiscal committees may pass own house bills to the floor. Last day any committee may meet prior to July 1.
June 28	Last day either house may pass bills originating in their own house.
July 1	Committee hearings may resume.
July 5	Last day an author of a bill may file a request for a hearing with a policy committee chairperson in the other house.
July 19	Last day policy committees may pass bills from the other house to fiscal committees. Summer Recess Begins Upon Adjournment (if Budget Bill has been enacted).
Aug 19	Legislature Reconvenes
Aug 23	Last day policy committees may hear bills.
Aug 30	Last day fiscal committees may pass bills from the other house to the floor. Last day any committee may hear bills.
Sept 13	Last day to pass a bill in 1985. Interim Study Recess Begins Upon Adjournment
Oct 2	Bills enacted on or before this date take effect January 1, 1986.

1986

Jan 6	Legisleture Reconvenes

Anatomy of a Bill


➤Date of Amendment
➤House in which bill was introduced and bill number
➤Author (and co-authors)
➤Date bill introduced
➤State code affected
➤Urgency clause--bill becomes law imediately after Gov. signs
➤Summary of existing law and of changes proposed by bill
➤Lined-out words indicate deletions in existing law or amendments to this bill
➤Italics indicate additions to existing law or amendments to this bill
➤Bills with fiscal impact or which contain an urgency clause require a 2/3 vote; all others require a simple majority. Although there is no appropriation, this bill has fiscal impact (a fee) so it must be heard in Assembly Ways & Means and Senate Finance. It does not mandate a program to local govt.
➤Beginning of actual bill text--which in this case is the portion of the bill being deleted (amended out).
AMENDED IN SENATE JANUARY 16, 1978
SENATE BILL No. 1069
Introduced by Senator Alquist
April 18, 1977
An act to amend Section 1523 of the Health and Safety Code, relating to community care facilities, and declaring the urgency thereof, to take effect immediately
LEGISLATIVE COUNSEL'S DIGEST
SB 1069, as amended, Alquist. Community care facilities: fees.
Under existing law, the ~~Director of Health is required to impose application fees~~ *fee* for ~~licenses and special permits~~ *issuance or renewal of a license or special permit* for a community care ~~facilities~~ *facility is established by statute.*
This bill would delete such ~~provisions~~ *provision* and *would* prohibit the State Department of Health, *or its successor, the State Department of Social Services,* from ~~charging~~ *charging* a fee for the issuance *or renewal* of such a license or special permit or for processing an application therefor.
This bill would take effect *immediately* as an urgency statute.
Vote: 2/3. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.
The people of the State of California do enact as follows:
~~SECTION 1. Section 1523 of the Health and Safety Code is amended to read:~~
~~1523.~~
~~No fee shall be charged by the state department for the issuance or renewal of a license or special permit or for processing any application therefor.~~

*Order bills from the Legislative Bill Room, State Capitol, Sacramento, CA 95814. List bill numbers in numerical order. Contact the bill's author if you have any questions.

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Taken from How You Can Influence Congress-The Complete Handbook for the Citizen Lobbyist by Alderson and Sentman, 1979.

Handling the Work Load

The average member of the House puts in an eleven-hour working day when Congress is in session, according to a survey done in 1977 by the House Commission on Administrative Review (dubbed the Obey Commission after its chairman, Congressman David R. Obey, Democrat of Wisconsin). Out of that eleven-hour day the average member had only eleven minutes of time free for reading about public issues, and only twelve minutes to work on legislative matters in his office.

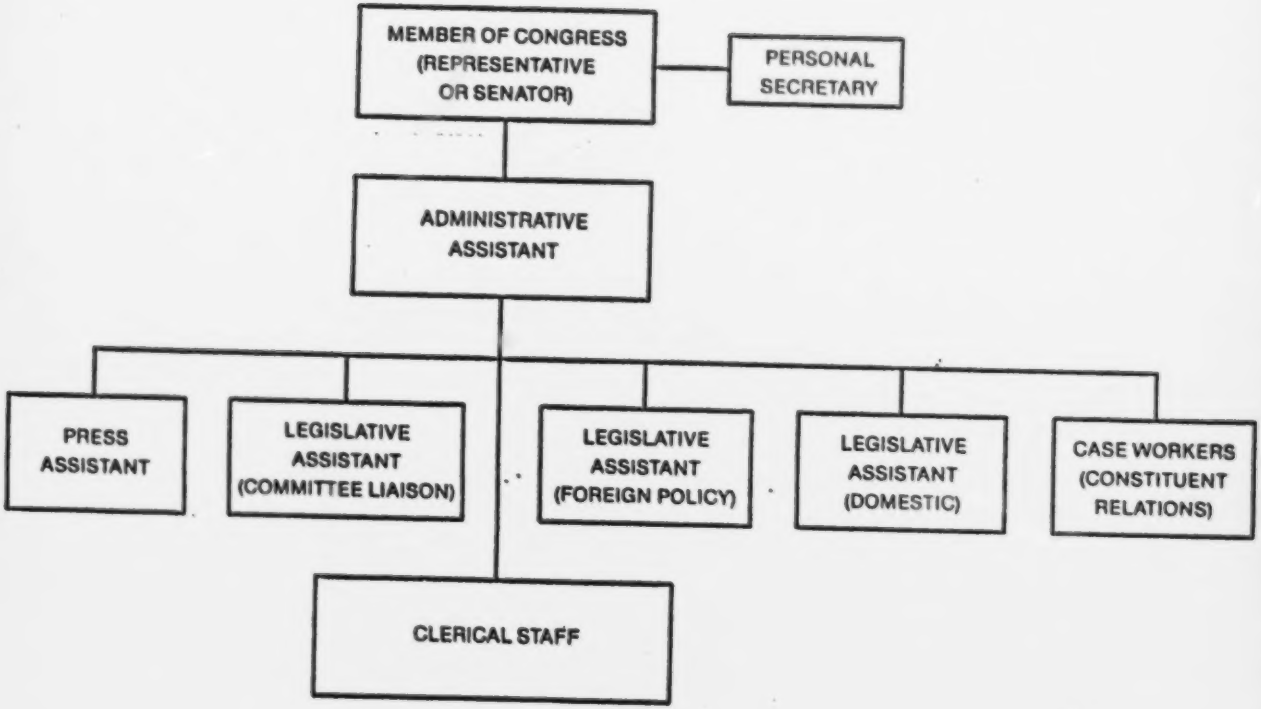
The average congressman's day goes something like this, according to the Obey Commission's survey:

Time spent on House floor and in committee:	Total 4 hrs. 25 min.
House floor debate and voting	2 hrs. 53 min.
Committee and conference meetings	1 hr. 32 min.
Time spent in the office:	Total 3 hrs. 19 min.
Meeting with constituents	17 min.
Meeting with organized groups (lobbyists, etc.)	9 min.
Meeting with others (news media, government officials, etc.)	20 min.
Conferring with personal and committee staff	53 min.
Meeting with other House members	5 min.
Answering mail and signing letters	46 min.
Preparing legislation and speeches	12 min.
Reading	11 min.
On the telephone	26 min.
Time spent elsewhere in Washington, D.C.:	Total 2 hrs. 2 min.
With constituents in Capitol Building	9 min.
Meeting with House leadership	3 min.
At events (receptions, conventions, etc.)	33 min.
Meeting with other House members	11 min.
With informal groups of House members	8 min.
Party caucuses and committees	5 min.
Personal business	28 min.
Travel time around town	25 min.
Time spent outside of Washington, D.C., en route to congressional district, etc.	1 hr. 40 min.

The averaging process makes some activities look absurdly short in duration because they are not daily events; their infrequent occurrence reduces a reasonable time span to an unreasonable one. Such is the case with, for instance, "Meeting with other House members" and "Party caucuses and committees."

The congressional work load also involves legislators' keeping up to date on what's happening back home. Most legislators at least skim several newspapers from home, including both dailies and weeklies. According to a 1966 study, House members average about six days a month in their congressional districts, meeting with constituents and speaking to groups. The small staff in legislators' district offices keep them posted when they are in Washington.

WHO'S WHO?


MEMBER OF CONGRESS (REPRESENTATIVE OR SENATOR)
PERSONAL SECRETARY
ADMINISTRATIVE ASSISTANT
PRESS ASSISTANT
LEGISLATIVE ASSISTANT (COMMITTEE LIAISON)
LEGISLATIVE ASSISTANT (FOREIGN POLICY)
LEGISLATIVE ASSISTANT (DOMESTIC)
CASE WORKERS (CONSTITUENT RELATIONS)
CLERICAL STAFF

QUESTIONS TO ASK ABOUT A PROPOSED BILL...

1. How will it benefit the country? community? etc.
2. How will it effect my constituents?
3. What will it cost? Who will pay?
4. Why is it necessary? What's wrong with the present situation?
5. Who is for it? against it?

From How You Can Influence Congress-The Complete Handbook for the Citizen Lobbyist By George Alderson & Everett Sentman, 1979, pg. 21.

EFFECTIVE WAYS TO ASK FOR SUPPORT OF A BILL

1. Ask legislator to cosponsor bill
2. If no hearings held as yet, ask him to request hearings on the Bill(directed to chairman of the committee or to which committee it's referred, or subcommittee).
3. When hearings are over, ask that he urge committee to report bill out; ask for favorable action.
4. When on the floor for action, ask him to speak with other Congress members on seeking support.
5. The one with the least impact-ask him to vote for the Bill and against weakening amendments and get others to do the same.

IF OPPOSING A BILL, ASK FOR HELP...

1. If no hearings held, ask member to write to committee chairman voicing opposition to the Bill.
2. Ask member to urge chairman and committee members to reject the Bill.
3. If reported out, ask member to speak to the others and seek help in opposing the Bill.

Ibid...pg.66

DAVID C. HOLLISTER
STATE REPRESENTATIVE

KEY TIMES TO WRITE LETTERS

If you want to push, modify or defeat a piece of legislation, there are certain times when your influence can be most productive. And letterwriting is one of the key methods of influencing legislative decisions. However, writing one letter one is not normally sufficient. The following are key times to write letters. Writing a letter at each step is most effective.

When a bill is being drafted

A bill normally takes 6 weeks from the time a legislator sends a bill to the Legislative Service Bureau to be drafted and the time the bill is first introduced. This is the time to contact your own Senator and Representative supporting the concept. Make a statement that you think ----- is a good idea and should be addressed because -----. Identify what group, if any, you represent.

When a bill has been introduced

1) Write immediately to the sponsor of the bill. Indicate whom you represent and your position, giving clear-cut reasons why you have taken your stand.

2) If it's a House bill, also write to your representative; if a Senate bill, to your senator.

3) Notice which committee the bill has been assigned to and write a similar letter to the chairperson of that committee. Every committee has more bills to consider than it can possibly handle in a session. The only bills that get considered are those that generate interest. If it's a bill you strongly favor, do every thing you can to get it on the committee's agenda. Give good solid reasons why the bill should be given support and preferential treatment. Form coalitions with other interest groups that will do the same. "The squeaky wheel gets the oil" is an adage that holds especially true in legislative committees.

When a bill is being considered in committee (House and Senate)

Once the bill is on a committee's agenda, write again, expressing your views. Many bills are changed or killed in committee because a convincing amendment or argument was presented at the committee meeting. The committee has many options from defeating the bill, or tabling, or refusing to take action to adding amendments and reporting the bill out. If you favor the bill, the decision you want is "reported out with a favorable recommendation".

When a bill is on the floor (House and Senate)

Once the bill has been reported out of committee, write your legislator again, reminding him/her of your position and urging him/to vote accordingly. Very effective lobbying can be done at the Capitol while the bill is being debated on the floor. Votes can change dramatically at this time.

Remember, a bill must go through both houses (House and Senate) before it becomes law.

After the vote has been taken

Write your legislator. Thank him/her if his/her vote supported your position. If he/she voted against your position, register your disappointment, explain the proglem that is still unresolved, ask why he/she took his/her position.

When You Write Your Legislator and Other Decision Makers

* Write a separate letter for each bill or issue in question.
* Know the process of how a bill becomes a law so that your letters and comments will b timely and directed to the appropriate decision maker.
* Identify the subject of your letter immediately and clearly.
* Identify any bill you may be writing about by its number and the author's name.
* Use your own words---no mimeographed petitions or form letters.
* Use understandable language (i.e., "translate any professional jargon into lay terms).
* Ask a question if you don't thoroughly understand a bill or the decision maker's position.
* State your reason for asking for support (or opposition) clearly (i.e., How will the bill affect you, the children or the community-at-large?).
* Cite facts and statistics and experiences pertinent to <u>your</u> community (i.e., the legislator's district), whenever possible.
* Be as brief as possible.
* <u>Request</u> that your views be considered---do not threaten or demand.
* Include your name and <u>return address</u> (position, if applicable) on the letter.
* Follow-up on your letter...e.g., check to see how the legislator voted on the issue and say "THANK YOU!" if appropriate. Write regularly on the issue.

****

Address letters as follows:

The Honorable John Doe
Member of the Assembly
State Capitol
Sacramento, CA. 95814

Dear Assemblyman (or woman) Doe:

****

The Honorable George Deukmejian
Governor
State Capitol
Sacramento, CA. 95814

Dear Governor Deukmejian:

The Honorable John Doe
Member of the Senate
State Capitol
Sacramento, CA. 95814

Dear Senator Doe:

****

The Honorable Douglas Patino
Secretary
Health and Welfare Agency
Sacramento, CA. 95814

Dear Mr. Patino:

*Prepared by Toni Lindeman

Northern California Association for the Education of Young Children

"HOW TO" TIPS

WHEN YOU VISIT A CAPITOL OFFICE AS A CHILD ADVOCATE

GETTING IN TO SEE THE LEGISLATOR

1. To the secretary: State your own name (and group) clearly. One person should be the spokesperson. If you are constituents, say so. (Constituents are voters from that legislator's district). ASK TO SEE THE LEGISLATOR FOR FIVE MINUTES.

2. State your special interest or concern briefly.

3. If the legislator is not available now, offer to wait. Ask "will he/she be available later today?"

   A. If yes, make an appointment for later. Thank and retreat.

   B. If no, ask "May we speak with a consultant concerned with preschool and day care?

      -Interview tips below can be followed for consultant, too.

4. If no one is available to see you, leave your letter, card and/or ONE PAGE INFORMATION SHEET explaining your concern. (This should list names and addresses of any constituents.)

5. BE POLITE, to the point, not overly emotional. Thank and retreat.

IN INTERVIEW WITH LEGISLATOR or CONSULTANT

1. Note the time you enter. Don't overstay your time.

2. The spokesperson introduces herself/himself. Thank them for the time.

3. Briefly state who you represent, your special concern. Introduce others with you. (Or self-introductions, if you are not able to.)

4. Briefly tell of successes in programs in your area----be specific.

5. Briefly tell of (document if possible) additional unserved needs.

6. Ask for legislator's position on a specific bill or on the issue you raise.

7. Avoid emotionality. Avoid side issues.

8. Leave your INFORMATION SHEET, letter or card. Thank and retreat.

 Prepared by Ruth Hultgren

Legislators appreciate ...

YOUR RELIABLE ACCURATE. CURRENT INFORMATION WHICH IS RECEIVED IN AMPLE TIME.

YOUR BREVITY IN WRITTEN AND ORAL COMMUNICATIONS. CUTLINE FORM... TO THE POINT...ISFINE.

YOUR ANTICIPATING PROBLEMS OR POLITICAL CONSEQUENCES THAT LEGISLATORS HAS NOT FORSEEN.

YOUR CONFERING WITH THEIR AIDES FOR A MORE DIRECT AND OFTEN QUICKER RESPONSE. LEGISLATORS HAVE TROUBLE SAYING "NO."

YOUR POSITIVE ATTITUDE WHEN MAKING A REQUEST. NEVER DEMAND OR INSULT A LEGISLATOR.

YOUR SHARING FAVORABLE PUBLICITY IN NEWSLETTERS OR OTHER COMMUNICATIONS. THEY FEEL BEST WHEN THEY ARE "HEROES" IN THEIR OWN DISTRICT

YOUR INFORMING THEM OF A LETTER WRITING CAMPAIGN THAT WILL BE FORTHCOMING.

YOUR COMMUNICATING WITH LEGISLATORS IN YOUR OWN DISTRICT.

YOUR INFORMING THEM IF YOU OPPOSE THEIR BILL AND WHY. PERHAPS COMPROMISE IS POSSIBLE TO MAKE IT A BILL WHICH YOU WOULD SUPPORT.

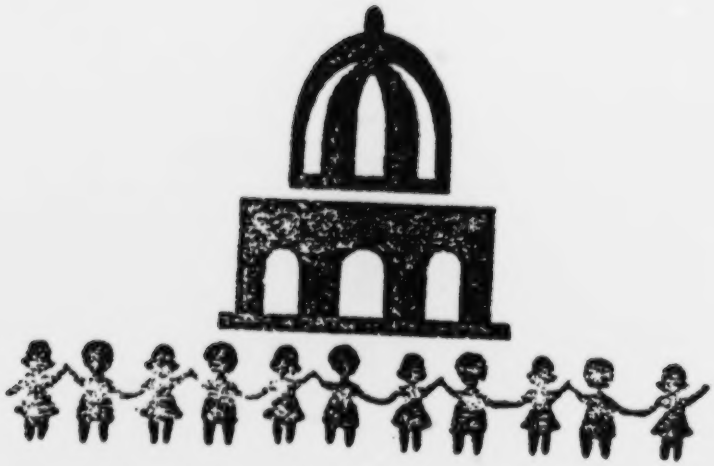
YOUR "THANK YOUs" FOR HOW THEY VOTED, THE ISSUES THAT THEY SUPPORTED OR THE BILLS THEY AUTHORED.

Marilyn Pearce 2/78

TABLE 1 Timeline of Federal Landmark Legislation For Children Since the 1967 Gault Decision *

1967	Due process rights for juveniles in delinquency hearings-the right to a lawyer, to cross-examine accusers, to present evidence and witnesses on one's behalf, etc.(In re Gault). This was the first clear extension of the rights of the Constitution to a child.
1968	Children born to non-married parents have the right to sue for damages for wrongful death of their parents.(Levy v. Louisiana)
1969	School students have the right to freedom of expression. (Tinker v. Des Moines Independent Community School District)(can wear black armbands to express political dissent)
1970	The state must prove the young person's guilt "beyond a reasonable doubt" in all delinquency hearings. (In re Winship)
1971	18 year olds have the right to vote(26th amendment).
1973	Children born to non-married parents have the right to be supported by their parents(Gomez v. Perez) and have the right to public assistance(New Jersey Welfare Rights Organization v. Cahill).
1973	Children in state training schools and institutions cannot be subjected to cruel and unusual punishment (Morales v. Turman)
1974	Parents and students(over 18) have right to examine school records and are guaranteed privacy of records.
1975	Juveniles may not be prosecuted twice for the same offense. (Breed v. Jones)(5th Amendment)
1975	Children have the right to protection against abuse.
1975	School students have due process rights in cases of suspension and expulsion. (Goss v. Lopez)
1975	Handicapped children have right to education and parents have due process rights. (PL 94-142)
1976	A young woman has right to an abortion in the first trimester of her pregnancy without securing parental consent.(Planned Parenthood of Missouri v. Danfareth)

*From The Child Advocacy Handbook by Happy Craven Fernandez, Pilgrim Press: New York, 1980, pgs. 50-51.



CHILD ADVOCACY in 10 Easy Steps*

1. Make a personal commitment.
2. Keep informed.
3. Know the process.
4. Express your views.
5. Let others know.
6. Be visible.
7. Show appreciation.
8. Watch the implementation.
9. Build rapport and trust.
10. Educate your legislators and others.

*From Child Advocacy in 10 Easy Steps: A Resource Guide, by Marilyn L. Pearce; CAEYC PUBLIC POLICY TASK GROUP, c/o M. O'Hare, 2603 W. Fairmont #701, Fresno, California 93705

CRITERIA FOR SELECTING AN ADVOCACY ISSUE(S):

1. Look at the number of people that will be affected.
2. Look at the capacity to tackle the problem-don't bite off more than you can chew.
3. Look at the extent to which other groups or individuals are involved in the problem.
4. Look at the probability of making an impact upon the problem.
5. Look at the length of time needed to make an impact.
6. Look at the constraints.
7. Look at the extent of outside support that is needed.
8. Look at the timelines of issues in the community.

From Advocating Today: A Human Service Practitioners Handbook by Robert Sunley, 1983, pg. 37.

EFFECTIVE STRATEGIES FOR ADVOCACY:

For immediate goals:

1. Lobbying-share your expertise with others; let decision makers know what the issues and problems are. Contact legislators directly(phone calls; letters; mailgrams; face-to-face meetings). Or through a grass roots approach-encourage colleagues, parents, and others to contact legislators or those in power; to educate them about children's needs and the impact of proposed laws.
2. Coalition building-forming temporary alliances;

For long-range goals:

1. Build networks-have others to call on for help; NAEYC.
2. Select the decision makers-through voting; giving time and/or money to political candidates; through helping with voters' registration and education.
3. Help document the needs of children in a community-send results to the Child Watch Project(CDF).
4. Write letters to the editor.
5. Support media coverage of resources that demonstrate concern for children; oppose those that do not.

*It is important to gear arguments toward the specific audience, Cost Effectiveness is popular today.

From Young Children, Sept. "83,#6,pgs.71-74, "Expanding Child Advocacy Efforts."

THE 10 COMMANDMENTS OF EFFECTIVE CITIZEN LOBBYING

1. Know your facts-be accurate.
2. Know your opposition. Analyze the arguments.
3. Correct any errors immediately and supply the correct information; never cover up.
4. Plan, coordinate, and follow up on each contact made.
5. Avoid zealotry; fanaticism doesn't impress.
6. Cultivate your allies, make sure they do their part; e.g. that they keep the promises they've made.
7. Know the legislative process.
8. Husband your money-be judicious on how you spend it and on what you spend it.
9. Grow thick skin-build an immunity to petty insults.
10. WIN-have a strong commitment to the cause.

From How to Lobby Congress-A Guide For the Citizen Lobbyist By Donald E. deKieffer, 1981, pgs. 203-205.

Strategies to Choose From:

Write letters to Congress members.
Donate money to organizations/political campaigns.
Write letters to the editors.
Help to educate others-colleagues, parents, etc.
Demonstrate; pamphlets; badges; bumper stickers; workshops; consumer meetings; slide presentations; debates; phone campaigns; public service announcements; press releases; petitions; telegrams; boycotts(be careful with this one); join and support local coalitions; donate time; give speeches; discuss issues with others; face-to-face meetings; publicize voting records; give and/or attend neighborhood "coffees" and meetings; rallies; give testimony; help at election time; read the political section of newspapers; observe professional advocates in action;

EFFECTIVE STRATEGIES AND PRINCIPLES FOR CHILD ADVOCATES

1. Be specific-state problem(s) and what you want.
2. Do your homework-how children affected locally and everywhere.
3. Join with others-coalitions; work together.
4. Be flexible-form alternate strategies.
5. Be vigilant-watch that changes are sustained.

From It's Time to Stand Up For Your Children-A Parents' Guide to Child Advocacy, CDF, 1979.

BASIC GUIDELINES TO DEVELOP GOOD RELATIONSHIPS WITH CONGRESS...

1. Remember that the best contact is face-to-face.
2. Know about the people essential to your advocacy.
3. Know what you're advocating for.
4. Maintain a good relationship with the "outs" as well as the "ins".
5. Respect the role of the legislators-don't stereotype or be critical.
6. Be patient, yet persevere in working with them.
7. Establish and maintain trust and credibility-be truthful.
8. Be appreciative of the help you receive.
9. Help the public official as often as you can.
10. If you have to compromise, do it gracefully.

From Advocating Today: A Human Service Practitioners Handbook, By Robert Sunley, 1983, pgs.148-49.

Some Tips For Advocacy Actions

-Know your facts, and state your case as succinctly and persuasively as you can.

-Orchestrate your efforts with as many people as possible.

-To the extent that you can, tailor your arguments to the given legislator, referring to his/her past votes and statements on the subjects, as well as the legislator's particular experience or concerns. This, of course, requires doing some homework in advance.

-Don't limit yourself to one approach, but do what feels comfortable and what is opportune: Call, write, visit, send a cable, speak to friends and aides, jog along in the morning.

-Don't overpower your legislator. While it is important to present your views with a sense of commitment, speak calmly and don't put people on the defensive.

-Don't be overawed by your legislator. They are busy people and may not have had a chance to study in detail the issue you are discussing. In any event, you may well be providing a new perspective or new insights.

-Listen. Hear out your legislator's concerns and try to respond to them. Be flexible in your thinking, and try to come up with solutions.

-Don't be afraid to say that you don't know the answer to a question, and don't make up answers. Whatever else you say will be discredited if the legislator finds inaccuracies. Remember that your creditability is your most important asset.

-Whenever possible, relate your arguments to things which bear on you and your hometown community.

-Anticipate the arguments of your opponents and try to rebut them. Be able to demonstrate the weaknesses of their position and to present counter-arguments.

-Talk about the side of the issue which you know best. If you are an economist, talk about the economic impact; if a teacher, talk about music education.

-Take along a fact sheet or some other piece of literature that you can leave with your legislator, and try to point out some of the highlights of the piece as you talk.

-Don't forget to say "thank you," and be ready to praise people when they support your position. Too often legislators hear only what they did wrong, and little appreciation will be long remembered.

"A Piece Of The Public Action" by Max Friedli,
American Arts, January, 1981

Lana L. Hostetler 102
1319 Whittier Avenue
Springfield, Il. 62704
217-528-4287 or 786-2395

ADVOCATING FOR CHILDREN AND FAMILIES: THE FOUR P'S (PUBLIC POLICY, PUBLIC EDUCATION, POLITICS, AND PROFESSIONAL RESPONSIBILITY)

Professional responsibility extends to more than the classroom, more than the individual program. Public policy processes demand that professional responsibility incorporate a responsibility to advocate for children and families in all arenas and with all the skills that we can muster. Professionalism and the ethics of our profession pose some hard dilemmas, and professional responsibility to advocate can pose some hard professional and personal choices. However, we are capable of meeting the challenge and of choosing to speak out on behalf of children.

QUESTIONS TO ASK OURSELVES:

1. What skills do I have in working with children and families? Can these skills translate to working with policy makers, the public, and adults who can assist in making decisions that affect the children, the families, and the caregivers of my state and community?

2. What advocacy activities have I undertaken recently? If I read about the president's remarks on child care, did I react? How?

3. Can children afford to wait until I find the time, energy, or skill to attend to policy issues that affect them (and me)?

4. If we, who care for children, don't care enough about them to act on their behalf, who will? Is there a Santa Claus, Virginia?

Child Advocates cannot act alone. There are many forces operant in our society that preclude one small group from influencing policies that affect children. Budget constraints, conservative forces, political considerations--all may combine to make our efforts negligible with the help and support of other interest groups and of the general public. Part of child advocacy is educating the public about children's issues.

QUESTIONS TO ASK OURSELVES:

1. Who can join with us to fight for children? How can we work with parents, special interest groups, and other child advocates to effectively influence the public policy process?

2. What do we mean by public education? Who do we <u>really</u> want to educate? Why?

3. Can our cause be broadened? Can children become a serious political issue? Who might be willing to work to make children's issues a political issue?

4. Where does the public get its information? What information does it get? How?

5. If we are supposed to be teachers of young children, why can't we be teachers of those who make policies that influence young children's lives?

Politics influences all of our lives. While we may wish that we were outside the political process, and while we may keep ourselves removed from the day-by-day details of political activities, we cannot ignore the fact that what happens politically influences many aspects of children's programs: funding, licensing, zaoning, etc. Becoming involved politically is somewhat foreign to our training and our experience, and many feel it is foreign to our professionalism.

QUESTIONS TO ASK OURSELVES:

1. Why should politicians become involved with our issues if we are not involved with their issues (running for office, raising the requisite funds to do so, reapportionment, etc)?

2. Just because we are right about good programs for children, shouldwe expect the political process to respond to us?

3. Are we prepared to pay the price that political involvement may bring?

4. What skills do we have that might be useful in the political process?

5. Is our self-concept as a profession (and as professionals) a barrier to our becoming involved in the political process?

The making of public policy is complex and influenced by politics, by pressure groups, by the economy, and by countless factors too numerous to detail. If we want to be involved in the making of public policy, we must learn to present our case to policy makers at all levels, to participate in the political process, to involve the public and other pressure groups in our efforts, and to view policy making as a professional activity which we can tackle.

QUESTIONS TO ASK OUSEVLES:

1. Have I applied my assessment skills to understanding the policy making process and policy makers?

2. Do I view the making and influencing of policy as a professional responsibility?

3. Am I willing to spend time, energy, and money on involvement in the public policy process? How much? Why?

4. What active efforts have I recently made to influence the public policy of my community or state?

There are no quick and easy answers to how to become an effective child advocate. Public policy, public education, and politics and demanding and difficult processes to master. As nascent child advocates, we have just begun to understand how very complex the task ahead is. As citizens of our country and state, however, we can look around and see what is happening to children and children's programs and recognize that it is our professional responsibility to delve into these processes on behalf of the young children for whom we care.

CITIZEN INVOLVEMENT . . . *a missing ingredient*

by Barbara Erickson, Consumer Consultant
7373 Willowlake Way, Sacramento, CA 95831

IT ISN'T EASY ... BUT IT IS IMPORTANT! First, you must learn the basics of the machinery which makes the legislative process go around, then, you exercise "people power" to participate in the law-making process.

COMMUNICATE WITH YOUR LEGISLATOR

You have two representatives at the Capitol, an Assemblyman and a Senator. To find out who they are contact the Voter Registration Office in your County.

Communication from people in the districts (commonly referred to as "constituents") is a vital component of citizen involvement. This can be done by:

personal visits
mail ... letters, telegrams
phone
petitions
inviting legislators to private
and/or public discussions

ADDRESS: State Capitol Building, Sacramento, CA 95814
PHONE: Capitol ... 916-445-4711 and ask for your legislator

DISTRICT ADDRESS AND PHONE NUMBERS ... look in your phone directory

GUIDELINES FOR COMMUNICATIONS

1. Be specific about which issue you wish to discuss.
2. Think through your idea or opinion and concentrate on those specifics which apply to the issue or bill.
3. Be brief.
4. Write a prepared statement to mail to the legislator, although you make a personal call or visit.

Do not be disappointed if you do not get to speak directly with the legislator on the phone or if you drop in for a visit.

But, don't give up easily!

Sometimes, getting acquainted with the consultant or administrative aide is valuable and helpful in presenting your views and finding out what his position is!

So ... if you miss contact completely, then WRITE. Legislators tell us that letters and mail ARE READ AND REVIEWED ... and many times you will even get an ANSWER!

TIMING IS IMPORTANT ... In fact it is vital!

1. Direct your comments about a specific issue before your legislator has to vote, or while the bill is being discussed.
2. Make contacts at the time your legislator is involved in the decision making process .... this is why knowing the basics of the process is most helpful.
3. Legislators pressure each other and communicate on issues and so if enough constituent pressure is brought to bear it focuses attention on a bill and has a rippling effect.

TESTIFYING (an on stage presentation)

1. You need to ask ... or be asked to do this.
2. You should have some particular expertise or valuable information to offer. It is not a time for raving on and presenting your philosophy.
3. Contact the author if you are SUPPORTING the bill and offer to testify.
4. Contact the committee office to offer opposing testimony and request some time.
5. Verify time, date, place of hearing before traveling to the Capitol. CHANGES ARE MADE OFTEN AND RAPIDLY!
6. Be Prepared ... have an outline ... speak briefly.
7. Be informed, do your homework. Know what changes and amendments have been made.
8. If you represent an organization, statewide, you might wish to make your position and reasons for it in a statement to be mailed or delivered to all members of the committee which is hearing the bill.

TIMING AGAIN IS IMPORTANT!
After the committee vote has been taken IT IS TOO LATE!

PEOPLE PARTICIPATION

Just the presence of public citizens at a hearing has an effect ... both visual and audible ... so attend hearings in committees, sub-committees, interim special hearings and floor meetings. All meetings are open to the public. It is an education and sometimes it is even fun ... maybe tragic and even could be exciting!

Invite legislators to speak to your group ... be specific on topics though!

Visit — in pairs or threes — the legislator's office at the Capitol or in the district.

Request an appointment before arriving, be prepared and brief.

Be patient about appointments, legislators have many other commitments with other business, committee hearings, etc. If you are a constituent, you will often get preferred treatment!

Do your homework! Know what bill, bills you are going to talk about, what changes have been made ... what his position might be.

Have a particular goal in mind ... inform? educate? persuade?

Success? Not always, but don't give up. You cannot expect your legislator to always be on YOUR SIDE! It is important to keep those communication lines open.

HOWEVER ... if all this fails, you can express your disenchantment at the polls next time around!

BASES OF POWER

French & Raven '59

Raven & kruglanski '70

1. Reward Power

   delivers positive consequences and, able to remove negative consequences.

2. Legitimate Power or Legal Power

   group believes that the position, or role responsibilities, deserve power:

   policemen

   judge

   priest, rabbi

   president

3. Referent or reference Power

   group feels person should have the power because he/she is liked, respected.

4. Expert Power

   group members believe the person has a special knowledge or skill and is trustworthy

5. Informational Power

   group members feel the person has useful knowledge not available elsewhere

6. Coercive Power

   a person can deliver negative consequences or remove positive consequences (punishment increases pressure to conform. . .norms and cohesion form structure for coercive power.)

What power base do you usually rely upon?

Sample Role Analysis
For the Advocate

Examining one's powers and limitations in a specific role is one way to clarify one's role and set realistic expectations.

POWER inherent in my role as a _____	LIMITATIONS inherent in my role as a _____
1. I have direct contact with children.	1. I am tied down by responsibilities of job-time, job description, accountability. I'm just struggling to survive.
2. I know children's needs.	2. I don't have real power in the system-others make policy and set priorities.
3. I care about each child.	3. I risk being fired if I "rock the boat."
4. I know how the agency or system functions-at least better than the child and many parents.	4. I will not be promoted if I "make trouble."
5. I belong to a professional association or union for job security and protection.	5. I am at the mercy of bureaucratic procedures and pressures to conform.
6. I can give vital information to parent groups or independent advocacy groups.	6. I don't have the power and freedom that parents, policymakers, or lawyers have.
7. I can use my role as citizen, taxpayer, voter, in addition to my professional role.	7. I can depend on the cooperation and expertise of others.
	8. I feel "burned out" and frustrated.

Taken from The Child Advocacy Handbook by Happy C. Fernandez, 1980, pg. 109.

SOURCES OF INFORMATION ON CHILDREN'S LEGISLATION

"The Day Care-USA Newsletter" 1406 Fenwick Land, Silver Spring MD 20910. This is an independent bi-weekly newsletter of the Day Care Information Service. $142.00/yearly.

"Report on Preschool Education: The Bi-Weekly News Service on Federal Programs for Early Childhood Education." Capitol Publications, Inc., Suite G-12,

"CDF Reports" Children's Defense Fund, 1520 New Hampshire Ave. N.W., Washington D.C.; 20036, $30.00 organization/yearly - $50.00 individual/yearly.

"NAEYC Public Policy Memos," National Association for the Education of Young Children, 1834 Connecticut Ave, N.W., Washington, D.C., 20009; published as necessary; free to members

"Child Care Information Exchange" C-24 Redmond, WA 98052 (206) 882-1066
6 issues - $20.00/year

"RE-ACT," Action for Children's Television, 46 Austin St, Newtonville, MA 02160; minimum subcription $25.00/year.

"THE CRYER," California Children's Lobby, P.O. Box 448, Sacramento, CA. 95802; minimum subscription $25.00/year.

"On the Capitol Doorstep," 926 J St., Room 717, Sacramento, CA. 95814; usually monthly, $30,00 individual and $50.00 organization/yearly.

"CAEYC Public Policy Bulletin," 2725 Midvale Ave., Los Angeles, CA 90064, $5.00/yearly.

HOW TO INFLUENCE LEGISLATION

A Handbook for Child Advocates at the State Capitol by Elizabeth M. Berger, California Children's Lobby, P.O. Box 448, Sacramento, CA. 95802; $1.00/copy.

"An Aid to Individual Action: A Guide to Individual Action on California Legislation," League of Women Voters of California, 942 Market St., San Francisco, CA. 94102; 15¢ each.

When you Write to Washington: A Guide for Citizen Action, League of Women Voters of the United States, 1730 M St, N.W. Washington, D.C. 20036; 35¢ each

The Community Activist's Handbook, A Guide for Citizen Leaders and Planners by John Huenfeld, Beacon Press, Boston; about $6.00

GENERAL BACKGROUND ON CALIFORNIA POLITICS

"California Journal: The Monthly Report on State Government and Politics," 1617 10th St, Sacramento, CA. 95814; $22.00/year.

California Journal Almanac of State Government and Politics, California Journal, 1617 10th St, Sacramento, CA. 95814; about $4.00

A Guide to California Government, League of Women Voters of California, 942 Market St, San Francisco, CA. 94102; $3.50 copy.

ORGANIZATIONS

California Children's Lobby
P.O. Box 448
Sacramento, California 95802
A non-profit organization which influences policy decisions relating to children's issues in California.
Publication: The Cryer

Children's Defense Fund(CDF)
122 C Street NW, 4th Floor
Washington, D.C. 20001
800-424-9602
A resource organization which works to influence legislation, regulatory, and administrative policies on child care and other related issues to children.
Publications: CDF Reports and legislative updates and the annual analysis of the Federal Budget as it affects children.

CEASE(Concerned Educators Allied for a Safe Environment)
c/o Peggy Schirmer
17 Gerry Street
Cambridge, Ma. 02138
A membership organization for early childhood educators seeking to teach and take action regarding nuclear dangers.
Publishes a newsletter.

On the Capitol Doorstep
926 J Street, Room 717
Sacramento, Ca. 95814
(916) 442-5431
Publishes a monthly newsletter on California legislation and issues affecting children and information on same.

International Child Resource Institute
2955 Claremont Ave.
Berkeley, Ca. 94705
415- 655-1000
A non-profit organization which promotes the exchange of information on critical needs and issues facing children and families worldwide.

National Black Child Development Institute
1463 Rhode Island Avenue, NW
Washington, D.C. 20005 212 387-1281
A membership organization that advocates on behalf of black children and their families.

Child Care Action Campaign
132 West 43rd Street
New York, New York 10036 (212) 354-5669
A membership organization composed of child care professionals, media representatives, and leaders of women's organiations seeking to increase public awareness of the need for more and better child care. Publishes a newsletter and various informational packets.

Child Care Employee Project
P.O. Box 5603
Berkeley, Ca. 94705 (415) 653-9889
A non-profit organization which provides resources and assistance to child care workers seeking to upgrade their status and working conditions.
Publishes a quarterly newsletter and other resources.

Children's Foundation
1420 New York Avenue NW, Suite 800
Washington, D. C. 20005 (202) 347-3300
A resource organization providing support and technical assistance to family day care providers and associations.
Publishes a newsletter.

National Association for the Education of Young Children(NAEYC)
1834 Connecticut Ave. NW
Washington, D. C. 20009 (800) 424-2460
A membership organization providing educational resources and services to those working with young children.
Publishes Young Children and other materials.

Child Care Information Exchange
P.O. Box 2890
Redmond, Washington 98073
(206) 882-1066
A magazine for child care administrators containing articles on a variety of issues.

Child Care Law Center
625 Market Street, Suite 815
San Francisco, Ca. 94105 (415) 495-5498
A resource organization which provides legal representation, consultation, and educational publications to those working with children.

California Child Care Resource and Referral Network
320 Judah Street, Suite 2
San Francisco, Ca. 94122 (415) 661-1714

APPENDIX E: ROLE-PLAYING EXERCISES

Small Group Activities/Role-playing

1. Write a letter expressing your opinion about a particular children's issue, and present it to the other groups. Group members should raise potential challenges to the expressed point of view, and assist the letter-writer in preparing responses to these challenges.

2. Select an issue from the given bills. Three-fourths of the group will picket for the cause, while the other remaining person(s) will badger the picket line. (Refer to the Instruction for Informational Picketing handout).

3. You have been selected to appear on television to speak on a given children's issue. The segment you will appear on is just a short 1 minute community service type announcement. Plan your segment and present it to the group.

4. One of your group is to be a Congressman/woman. The rest of the group will plan a visit to talk with the legislator on a selected children's issue. Refer to the given handouts for guidance. Be prepared for some opposition from the Congress person.

5. The group will decide on an issue to debate. Before starting the debate, brainstorm and list the pros and cons of the passage of the bill. Then divide into pro and con sides and discuss the issue.

6. Select one of the group to be the legislator. Select one of the group to be the one who will interview the given legislator. The remainder of the group will respond to the interview after it has been conducted, or may take turns at interviewing and being the legislator.

7. Conduct a survey with this group(the entire class) on whether or not the given bills should be passed. You will need to plan out your survey first, then interview all. Plan what you would do with given information.

8. There is no Bill of Rights for Children. Think of the basic needs of children and write one with your group.

9. Plan a meeting for a parent group that would give information and skills for beginning advocacy.

10. Select one of the given bills. Plan out possible advocacy actions to bring about passage of the bill to law.

INSTRUCTIONS FOR INFORMATIONAL PICKETING*

1. Walk slowly, in single file, back and forth.
2. Stay on the sidewalk while you are picketing-don't go onto District property.
3. Greet passers-by politely. Urge them to read the informational material to find out why teachers are engaged in picketing the school district.
4. Give informational material to anycne who will take it.
5. Do not block driveways or entrances. Do not prevent anyone from entering.
6. Do not debate with passers-by; refer problems and questions to your picket captain or Association official.
7. Picket signs: you may carry a sign if you wish. This is purely a matter of personal choice.
8. Maintain a dignified, disciplined picket line. Do not gather in cluster of teachers, or lounge against cars or fences. Do not react to verbal teasing or abuse from anyone.
9. If media arrives, direct them to the picket captain or Association representatives.
10. Make sure you report to work on time.

*Teachers Association of Long Beach(TALB),12/85

APPENDIX F: LETTER SENT TO TEACHER-TRAINING INSTITUTIONS

Dear (name of head of department),

I have just completed an exciting project entitled, "BEYOND THE CLASSROOM: PREPARING TEACHING PROFESSIONALS TO ADVOCATE FOR THEMSELVES AND OTHERS-A BEGINNING." Its objectives were to build awareness of the advocacy process, the pertinent issues of children today and yesterday, recent legislation dealing with education and children's welfare, and of the many resources available in these areas. Its ultimate goal was to involve the participants in actual advocacy experiences in order to bring about some societal changes for the betterment of children, the future leaders.

It was discovered, searching the literature and from interviewing, that most teacher training institutions did not provide any background, skills, or experiences in the process of advocacy. This letter is an appeal to institute such a unit of learning in the teacher training process. An outline of what was covered in this project's workshops is included with this letter as a possible guideline for subject matter of such a unit.

If you wish to contact me for assistance in any way in setting up such a unit feel free to call me at _____ or to write me at the address below.

Thank you for your consideration on this matter.

Sincerely,
Mrs. Susanne M. DeHardt

OUTLINE OF BASIC SUBJECT MATTER COVERED IN THE ADVOCACY WORKSHOPS

Workshop #1

Introduction/Overview of what will talk about

Definitions of Advocacy

Definition of Child Advocacy

Aim/Focus of Advocacy

The Advocate's Role

Why Advocate?

Grim Statistics of Children's Status Today

Historical Perspective of Advocacy and Children's Rights

Characteristics of Child Advocate

Effective Communication

10 Commandments of Effective Citizen Lobbying

Risks/ Pitfalls of Advocacy

Effective Strategies for Change(coalitions; networking)

Effective Letterwriting

Organizations, Publications, and other Resources available (NAEYC, On the Capitol Doorstep, the Children's Defense Fund)

Media Intervention Techniques

Pending Legislation

Workshop #2

Bases of Power

Finding one's own powers and limitations; Role-analysis

Consequences of Power

Pending Legislation

Role-playing(see attached sheet)

Plan trip to local government agency or office

APPENDIX G: REMINDER NOTICES TELLING OF WORKSHOPS

ADVOCACY WORKSHOP #1

DATE: January 14, 1986

WHERE : Roosevelt School Library

TIME: 3:00-come early to browse

COME AND BECOME AWARE OF:

the definition of advocacy and lobbying

what a child advocate is

the historical perspective of children and their rights

what you can do for others and yourselves

effective strategies, direct and indirect, in dealing with others

how to write a letter to those in power effectively

the risks involved; the pitfalls

how to choose an issue(s)

fecent legislation; how to read a bill

local organizations, coalitions; NAEYC

publications available to aid you in your quest

COME AND LEARN HOW TO MAKE YOURSELF AN IMPORTANT PART OF OUR FUTURE-THE CHILDREN...

SECOND ADVOCACY WORKSHOP

JUNE 17, 1986

3:00 P.M.

There will be a short talk on POWER, followed by some fun role-playing scenarios dealing with advocacy.

Too, we will plan a tentative time and place for our field trip to a legislator's office or some agenc y dealing with advocacy.

Please come to find out
about the latest pending
legislation dealing with
children and/or education.

Hope to see you on Tuesday...

Sue DeHardt